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FIRST ANNUAL REPORT

OF THE

*Dept*  
BOARD OF EDUCATION

ON THE

DEPARTMENT OF UNIVERSITY EXTENSION.

JANUARY, 1916.



BOSTON:  
WRIGHT & POTTER PRINTING CO., STATE PRINTERS,  
32 DERNE STREET.  
1916.

APPROVED BY  
THE STATE BOARD OF PUBLICATION.



# The Commonwealth of Massachusetts.

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## FIRST ANNUAL REPORT OF THE BOARD OF EDUCATION ON THE DEPARTMENT OF UNIVERSITY EXTENSION.

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In accordance with section 5 of chapter 294 of the General Acts of 1915 the Board of Education herewith submits its first annual report for the Department of University Extension.

The Board of Education, in a report made to the General Court in 1912, in accordance with chapter 60 of the Resolves of 1911, on improving and making more uniform the education now furnished by the high schools in the Commonwealth, and on providing higher and supplementary education additional to that offered, stated, among other conclusions, that, as contrasted with advanced phases of higher education in certain other progressive States, the Massachusetts system exhibits a deficiency in that certain sections of the State do not have the advantages of university extension, and that the Commonwealth might provide a special officer, under the State Board of Education, to organize and promote university extension work. (House No. 1647 (1912), pp. 12, 16, 20 and 21.)

In a report made by the Board of Education to the General Court of 1915, as required by chapter 105 of the Resolves of the year 1914, on the proposed establishment of a State university to provide free instruction to persons regularly in attendance, and to persons within the State not in attendance, and on other means of promoting higher education, the Board again called attention to the need of extension courses, and repeated its recommendation regarding such courses, as made to the Legislature of 1912. (House No. 485 (1915), pp. 4, 17, 25 and 32.)

The Governor of the Commonwealth, in his inaugural address of 1915, recommended legislation providing for university extension and correspondence courses. A conference of representative citizens was called by him to discuss these proposals. A State advisory committee appointed by the Governor prepared a bill providing for the establishment of university extension and correspondence courses. As a result, the General Court enacted legislation (chapter 294 of the General Acts of 1915) creating a Department of University Extension under the direction of the Board of Education. A copy of the act is given herewith.

AN ACT TO ESTABLISH A DEPARTMENT OF UNIVERSITY EXTENSION AND  
TO PROVIDE FOR CORRESPONDENCE COURSES OF EDUCATION.

SECTION 1. There is hereby established a department of university extension to be under the direction and control of the board of education. The head of said department shall be appointed by the board of education, with the approval of the governor and council, and his salary shall be fixed by the board with the approval of the governor and council. He may be removed at any time by the said board of education.

SECTION 2. The said department of university extension is hereby authorized to co-operate with existing institutions of learning in the establishment and conduct of university extension and correspondence courses; to supervise the administration of all extension and correspondence courses which are supported in whole or in part by state revenues; and also, where that is deemed advisable, to establish and conduct university extension and correspondence courses for the benefit of residents of Massachusetts: *provided*, that nothing in this act shall be construed as giving to the said department or to the board of education the control or direction of extension and correspondence courses in agriculture or in subjects directly related thereto when these are administered under the direction of the Massachusetts Agricultural College. The said department, subject to the approval of the board of education, may employ such agents, lecturers, instructors, assistants and clerks, for whole or part time, as may be necessary for proper compliance with the provisions of this act. With the approval of the governor and council and of the board of education, it may rent suitable offices for the conduct of its work.

SECTION 3. The said department for the purposes of such university extension or correspondence courses, may, with the consent of the proper city or town officials or school committees, use the school buildings or other public buildings and grounds of any city or town within the commonwealth, and may also use normal school buildings and grounds and, with the consent of the boards or commission in charge of the same, such other school buildings as are owned or controlled by the commonwealth.



City and town officials and committees are hereby authorized to allow the use of buildings and grounds under their charge by the department of university extension for the purposes of university extension or correspondence courses, subject to the rules and regulations which such officials or committees may establish: *provided, however*, that such use shall not interfere or be inconsistent with the use of said buildings and grounds by the public schools of the city or town. The said department may also arrange for the use of such other buildings, grounds, and facilities as may prove to be necessary for the conduct of its work, and may expend in rent therefor such sums as may from time to time be necessary.

SECTION 4. The department of university extension is empowered to appoint a state advisory council and also local advisory councils on university extension and correspondence courses, the functions of which shall be defined by the rules and regulations of the board of education.

SECTION 5. The board of education shall submit to the general court, on or before the third Wednesday of January of each year, a detailed report of the doings and expenditures of the said department for the year closing on the first day of the previous July.

SECTION 6. The said department is authorized to grant to students completing courses of instruction provided for under this act suitable certificates as evidence of proficiency, in accordance with rules and regulations to be established by the board of education.

SECTION 7. The department of university extension, for the purposes of complying with the provisions of this act, may be allowed for the salary of its head, agents, lecturers, instructors, assistants, clerks and other service, and for travel and other necessary expenses of these officers, incurred in the performance of their official duties under this act, such sums as shall be appropriated annually by the general court, payable out of the treasury of the commonwealth.

SECTION 8. There may be expended under the direction of the board of education in carrying out the provisions of this act for the year nineteen hundred and fifteen, a sum not exceeding twenty-five thousand dollars.

SECTION 9. This act shall take effect upon its passage. [*Approved May 28, 1915.*]

Since the passage of this act, May 28, 1915, the Board of Education has selected a director of the department, and partially organized a working staff. James A. Moyer began service as director of the department Oct. 20, 1915. In addition, two members of the staff, Joseph W. L. Hale, in charge of correspondence study, and Robert H. Spahr, in charge of extension classes, have entered upon their duties.

The Department of University Extension has issued through the Board of Education a bulletin, — No. 1, 1916, — a copy of

which is filed herewith, containing information on correspondence courses to be offered in 1916. This bulletin has been widely distributed throughout the State.

The Commissioner of Education in the seventy-ninth annual report of the Board of Education (pages 55 to 57) discusses the probable future development of the Department of University Extension.

At present the quarters assigned the department are so small that its work is being done under serious disadvantages.

The Board is also required to report upon the expenditures of said department for the year closing on the first day of the previous July. No expenditures were incurred previous to that date for 1915, and consequently no financial report is required for this year.

Respectfully submitted,

FREDERICK P. FISH, *Chairman*,  
JEREMIAH E. BURKE,  
ELLA LYMAN CABOT,  
JAMES CHALMERS,  
A. LINCOLN FILENE,  
THOMAS B. FITZPATRICK,  
FREDERICK W. HAMILTON,  
PAUL H. HANUS,  
MARGARET SLATTERY,

*Members of the Board.*





SECOND ANNUAL REPORT

OF THE

BOARD OF EDUCATION

ON THE

DEPARTMENT OF UNIVERSITY EXTENSION.

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JANUARY, 1917.



BOSTON:  
WRIGHT & POTTER PRINTING CO., STATE PRINTERS,  
32 DERNE STREET.  
1917.

PUBLICATION OF THIS DOCUMENT  
APPROVED BY THE  
SUPERVISOR OF ADMINISTRATION.



# The Commonwealth of Massachusetts.

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## SECOND ANNUAL REPORT OF THE BOARD OF EDUCATION ON THE DEPARTMENT OF UNIVERSITY EXTENSION.

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This report is a record of beginnings. It contains an outline of the history of university extension in this country, and an outline of the events and tendencies which led to the establishment of the department in this State. It states briefly what the department has accomplished and the methods by which the results were obtained, and forecasts what the department would like to do.

University extension, in the sense in which we now understand it, took root in America as a form of library service; it was so begun in the cities of Buffalo, Chicago and St. Louis. In 1890 the movement had progressed far enough to warrant the formation of an organization supported by private subscription, — the American Society for the Extension of University Teaching. In 1891 New York made the first State appropriation for university extension, — \$10,000.

In December, 1891, reports read at a National Congress on University Extension showed wonderful growth. Twenty-eight attempts within four years had been made to introduce university extension, most of them without special financial aid. There was great enthusiasm in the National Congress, yet nearly ten years passed before a program was produced which seemed practicable to State legislators. Then, after a period of experimentation, enough good results were realized to convince American lawmakers that this form of education could be offered at the expense of the taxpayers. Since 1906 the permanence of university extension has been assured.

In 1910 an investigation was made to find out the status of university extension in the United States. Fifty-four institutions reported some form of extension work. Special financial support was reported to be insufficient or entirely lacking. In

1913, in response to an inquiry made by the United States Bureau of Education, 103 institutions reported extension activities, and 51 of them described their work as organized and supported in greater or less degree by legislative appropriations. Inquiries made since 1913 show increase: first, in the number of institutions offering extension service; second, in the number of students enrolled, especially of those studying for credit; third, in the variety of forms of extension activity due to the growing demand for different kinds of State, municipal and community service; fourth, in the amount of funds available.

### THE PRESENT STATUS OF UNIVERSITY EXTENSION IN THE UNITED STATES.

Recent statistics are fragmentary, but the increase in enrollments in certain typical institutions can be seen from the following tabulations:—

	Enrolled 1914-15. <sup>1</sup>	Enrolled 1915-16. <sup>2</sup>
University of California, . . . . .	1,893	8,626
University of Chicago, . . . . .	4,685	— <sup>3</sup>
Kansas State Agricultural and Mechanical College, . . . . .	2,835	3,449
University of Kansas, . . . . .	735	1,003
University of Minnesota, . . . . .	144	3,163
University of Missouri, . . . . .	561	641
University of Washington, . . . . .	158	960
University of Wisconsin, . . . . .	9,499	11,150
	20,510	—

<sup>1</sup> Data furnished by the University of Wisconsin.

<sup>2</sup> Compiled from answers to questionnaire.

<sup>3</sup> No report.

Increase in funds available for extension purposes in two recent consecutive years are shown by the figures below.

	1914-15. <sup>1</sup>	1915-16. <sup>2</sup>
University of California, . . . . .	\$33,486 20	\$49,400 64
University of Chicago, . . . . .	45,000 00	— <sup>3</sup>
Kansas State Agricultural and Mechanical College, . . . . .	— <sup>3</sup>	85,086 81
University of Kansas, . . . . .	20,000 00	21,000 00
University of Minnesota, . . . . .	89,350 00	86,557 97
University of Missouri, . . . . .	17,807 62	12,500 00 <sup>4</sup>
University of Washington, . . . . .	19,541 83	25,563 62
University of Wisconsin, . . . . .	239,110 00	267,659 69

<sup>1</sup> Data furnished by the University of Wisconsin.

<sup>2</sup> Compiled from answers to questionnaire.

<sup>3</sup> Report lacking.

<sup>4</sup> Appropriation.

These statistics reveal that institutions under State foundation and support lead in enrollments. University extension courses in general make no pretense at being identical in detail of procedure with collegiate courses. Their aim is to supplement the education of persons whose path in life is already more or less fixed, — whose chief business is earning a livelihood.

#### GROWTH OF UNIVERSITY EXTENSION IN MASSACHUSETTS.

Popular education has always flourished in Massachusetts, and the people of the State have benefited by the extramural activities of university men. Some of the most famous Lyceum lecturers were born in Massachusetts. In 1839 the Lowell Institute was founded, and has from the first been a powerful auxiliary factor in the education of our people. For the supported class of students, that is, children between six and twenty years, there was some provision of educational facilities, but for the man who, because of economic pressure, had to learn while he earned, the field was barren indeed except in a few favored communities.

A perception of this need was felt early and capitalized by enterprising spirits. The private correspondence schools were one result. But the founders of correspondence schools were not the only ones who realized the need and toiled to relieve it. There were those who began to talk of a State university which should be the mother of all needed educational innovations. Experts in the art and science of education saw the need also and voiced it, but these men did not think it practicable to found a State university. A group of them in 1910 proposed Massachusetts College, — an institution which would have been one of the most original and far-sighted attempts to fill the gaps in our educational system ever conceived. It met with wide favor. Sixteen college presidents expressed belief in the experiment and willingness to receive properly qualified students of the college in their junior and senior years.

In a word, it was proposed under a legislative act of 1910 to establish a number of local college faculties in several urban centers scattered over the State. There was to be a central

faculty consisting of heads of departments who should administer the teaching and recommend appointments. There was to be also a central executive office in Boston, but no great central plant. Existing local educational buildings were to be used. The income from the endowment was to be devoted largely to scholarships for students of the college sent to graduate in the older institutions.

In 1910 the Legislature passed an act establishing Massachusetts College, but with the provision that the act should become effective upon the *bona fide* contribution of \$500,000. As the necessary sums were not forthcoming, the establishment of the institution was not consummated.

The discussion which attended the agitation to establish Massachusetts College increased the interest of the private institutions of the State in the extension of their educational activities. In the winter of 1914-15 representatives of all the colleges located in the State met in Boston to organize extension work. The delegates felt that the colleges of the State should make themselves more useful to the public at large, and it was decided to divide the State into four sections for the purpose of organizing university extension courses. The first section was the eastern part of the State, to be served by the "Boston group" of colleges; the second section, centering at Worcester, was to be served by the higher institutions of that city; the third section, which comprises the Connecticut Valley and adjacent territory, was allotted to the Connecticut Valley group of colleges; while the fourth section, which lies in the extreme western part of the State, was to be under the care of Williams College.

All of these groups are now active to a greater or less degree. On Nov. 30, 1915, Williams College had 254 extension students. The Boston and the Connecticut Valley groups have prepared impressive programs. The latter group of colleges, which include Amherst College, Massachusetts Agricultural College, Smith College, Mount Holyoke College, Northfield schools and the International Y. M. C. A. College at Springfield, offer in co-operation with the State Department of University Extension upward of 100 courses. No figures are available at the present writing as to the courses which will prove to be in

greatest demand or as to the number enrolled. Courses by this group are all given in classes which are organized and administered by an agent of the State Department of University Extension.

The Boston group of institutions comprises Harvard University, Tufts College, Massachusetts Institute of Technology, Boston University, the Boston Museum of Fine Arts, Boston College, Wellesley College, Simmons College, Massachusetts Board of Education, and the school committee of the city of Boston.

For the year 1916-17, 22 courses are offered with a total enrollment thus far of 1,357.<sup>1</sup> The demand in the vicinity of Boston for university extension courses, even of the purely cultural variety, is shown by the increase in registrations during the last seven seasons, as may be seen in the following figures: —

YEAR.	Courses.	Registration.
1910-11, . . . . .	16	863
1911-12, . . . . .	17	1,150
1912-13, . . . . .	21	1,060
1913-14, . . . . .	19	1,127
1914-15, . . . . .	24	1,309
1915-16, . . . . .	24	1,544

<sup>1</sup> Dec. 4, 1916.

#### ESTABLISHMENT OF THE STATE DEPARTMENT OF UNIVERSITY EXTENSION.

The agitation for a State university had another concrete result. While the colleges of the State were unlocking their facilities to the people, the General Court was considering the enactment of a measure designed to establish a State Department of University Extension. The act of establishment was passed in May, 1915, in the following terms: —



AN ACT TO ESTABLISH A DEPARTMENT OF UNIVERSITY EXTENSION AND  
TO PROVIDE FOR CORRESPONDENCE COURSES OF EDUCATION.

SECTION 1. There is hereby established a department of university extension to be under the direction and control of the board of education. The head of said department shall be appointed by the board of education, with the approval of the governor and council, and his salary shall be fixed by the board with the approval of the governor and council. He may be removed at any time by the said board of education.

SECTION 2. The said department of university extension is hereby authorized to co-operate with existing institutions of learning in the establishment and conduct of university extension and correspondence courses; to supervise the administration of all extension and correspondence courses which are supported in whole or in part by state revenues; and also, where that is deemed advisable, to establish and conduct university extension and correspondence courses for the benefit of residents of Massachusetts: *provided*, that nothing in this act shall be construed as giving to the said department or to the board of education the control or direction of extension and correspondence courses in agriculture or in subjects directly related thereto when these are administered under the direction of the Massachusetts Agricultural College. The said department, subject to the approval of the board of education, may employ such agents, lecturers, instructors, assistants and clerks, for whole or part time, as may be necessary for proper compliance with the provisions of this act. With the approval of the governor and council and of the board of education, it may rent suitable offices for the conduct of its work.

SECTION 3. The said department for the purposes of such university extension or correspondence courses, may, with the consent of the proper city or town officials or school committees, use the school buildings or other public buildings and grounds of any city or town within the commonwealth, and may also use normal school buildings and grounds and, with the consent of the boards or commission in charge of the same, such other school buildings as are owned or controlled by the commonwealth. City and town officials and committees are hereby authorized to allow the use of buildings and grounds under their charge by the department of university extension for the purposes of university extension or correspondence courses, subject to the rules and regulations which such officials or committees may establish: *provided, however*, that such use shall not interfere or be inconsistent with the use of said buildings and grounds by the public schools of the city or town. The said department may also arrange for the use of such other buildings, grounds, and facilities as may prove to be necessary for the conduct of its work, and may expend in rent therefor such sums as may from time to time be necessary.

SECTION 4. The department of university extension is empowered to appoint a state advisory council and also local advisory councils on university extension and correspondence courses, the functions of which shall be defined by the rules and regulations of the board of education.



SECTION 5. The board of education shall submit to the general court, on or before the third Wednesday of January of each year, a detailed report of the doings and expenditures of the said department for the year closing on the first day of the previous July.

SECTION 6. The said department is authorized to grant to students completing courses of instruction provided for under this act suitable certificates as evidence of proficiency, in accordance with rules and regulations to be established by the board of education.

SECTION 7. The department of university extension, for the purposes of complying with the provisions of this act, may be allowed for the salary of its head, agents, lecturers, instructors, assistants, clerks and other service, and for travel and other necessary expenses of these officers, incurred in the performance of their official duties under this act, such sums as shall be appropriated annually by the general court, payable out of the treasury of the commonwealth.

SECTION 8. There may be expended under the direction of the board of education in carrying out the provisions of this act for the year nineteen hundred and fifteen, a sum not exceeding twenty-five thousand dollars.

SECTION 9. This act shall take effect upon its passage. [*Approved May 28, 1915.*]

The organization of the Department of University Extension in Massachusetts began in November, 1915, the legislation establishing the department having been signed by the Governor in the preceding May. A careful study was first made of existing educational institutions in the Commonwealth, to determine in what ways this new department could co-operate with them, and in what fields of educational activity the facilities of the department could be most useful. It was necessary to avoid duplication of the work of the evening schools, of State-supported vocational schools and of educational work planned for the benefit of immigrants.

The first instruction was given by correspondence, but as the need became apparent extension classes were formed. Later it was found expedient to form study groups. A brief description of each kind of instruction follows.

### *Correspondence Instruction.*

Instruction by correspondence, when properly organized, has been shown to be of great value to students who cannot attend classes under personal direction. Courses similar to many of those offered by the State department are especially suited to the needs of men and women employed in shops,

stores and offices. A correspondence course offers a way to use spare time. The interest and competency of the student in his regular work is increased through the efforts he gives to correspondence study. In general, employers approve of the efforts made by young men and women in their employ further to educate themselves either for general culture or for proficiency in their work.

In conducting correspondence courses there is little or no conflict with institutions supported by taxation in Massachusetts. Nearly all educational work of this kind offered in this State, except in subjects relating to agriculture, has been done by universities located in other States or by private institutions conducted primarily for profit. Large sums of money were spent every year in payment for these correspondence courses, and it was one of the objects in the establishment of the department to give residents of the State opportunities to receive education of this kind on practically a free basis. Another important consideration favoring the early development of correspondence courses was the obvious ease in securing a necessarily large staff of instructors for part-time services. Correspondence instruction can be given by teachers at times when they are not following a regular program.

The prospective student makes application on a blank provided by the department. When he has satisfied the department as to his ability to undertake and profit from the course named, he is enrolled and receives his first lesson pamphlets. In due course his written exercises are returned to the instructor, who examines and grades the papers and records on them his corrections, criticisms and comments. New installments of work are sent to the student as soon as he has completed the previous assignment. The time limit within which a course must be completed is one year unless an extension of time is permitted. A table of the numbers enrolled in correspondence courses will be found in Part IV. of the current annual report of the Board of Education.

### *Class Instruction.*

Class instruction has been found a telling factor in university extension. In classes the instructor is brought face to face with his students. There is opportunity for oral question and

answer, and for discussion between members of the class. In short, it provides the advantages of personal instruction.

Extension classes in subjects not offered by the public school system began to be conducted in April, 1916, by the Department of University Extension in various centers throughout Massachusetts. For convenience the State is divided into twenty-six districts, each containing a center. (See map.) Usually this center is the largest town in the district. As it is sometimes impossible for one town to furnish the number of students required for classes in certain advanced subjects, the centers are usually so placed that practically all the residents of each district may reach their center by electric railways or other convenient means of transportation. Thus classes in many different subjects may be formed by the students in one town combining with the students of other towns of that district. This does not mean, however, that it is impossible for any other town in a district to secure classes, provided the requirements as to numbers are met. There must be at least twenty actual registrations in the same subject before the State provides an instructor.

No tuition fees are charged. A student is required to pay in advance a specified amount to cover the approximate cost of lesson pamphlets, stationery and textbooks. In case any amount remains, after payment of these expenses, it is used toward defraying the traveling expenses of the instructor. The student is required to prepay postage or express charges on material sent at any time to his instructor for correction. The charge for courses given in class or by correspondence is the same.

Classes are usually formed through the efforts of an interested individual or organization. They meet ordinarily once a week at a suitable time agreed upon by all persons concerned, either in the late afternoon or evening, and sometimes on Saturday morning. Unless otherwise stated, the standard length of the class period is one hour and forty-five minutes.

Whenever it is practicable to do so the department makes use of school or other local public buildings. Libraries and school buildings have rooms well suited for the meetings of university extension classes. It seems only reasonable that the



FIG. 1. — Extension districts and centers in Massachusetts.



community receiving these educational advantages wholly at the expense of the State should provide the necessary housing services.

In some cases classes have been organized in shops and factories, particularly for the accommodation of those employed in these places. Under such circumstances the employer is expected to furnish for the classes the rooms and the services other than instruction. The industries of Massachusetts uniformly are desirous of co-operating with the department in the formation of classes in the interest of their wage earners. The more enthusiastic managers show a willingness to bear the entire expense of a university extension class organized among their employees. It is not the policy of the department, however, to encourage this tendency in its entirety. What costs nothing usually means nothing; so the negotiations regarding industrial classes ordinarily result in a sharing of the expenses by the student, the department and the company. Sometimes it seems desirable, after a man has finished his course and received his certificate, for the company to refund the fee paid to the State.

For data on numbers of students in extension classes see Part IV. of the current annual report of the Board of Education.

### *Study Groups.*

Where ten or more but less than twenty students living in one community are taking the same course by correspondence, it is possible for them to form a group for mutual assistance and for study. One member acts as secretary. The members meet regularly, preferably once a week, in a school or library building for the discussion of lessons and for mutual helpfulness. Provided there is an average attendance of at least eight members, arrangements can usually be made with the department to have an instructor in the course meet the group every fourth meeting at their regular place of meeting. Charges per student are the same as for the regular correspondence method of instruction.

Study groups are intended to bridge the gap between the isolated student who is receiving instruction by correspondence and the large group organized as a class. Its aim is to give the student who would like to join a regular class, but cannot do so, the advantage which comes from meeting with his



Fig. 2. — Geographical distribution of the students enrolled in the department. Numbers refer to districts given in Fig. 1.



fellows for exchange of opinions and from working occasionally under expert guidance.

It is not the intention of the department, however, to encourage unduly the formation of study groups. For the students who need group instruction the regular weekly class meetings are more desirable. The number of groups is small, therefore, as will be seen by the tables in Part IV. of the current annual report of the Board of Education.

The number of students enrolled is shown graphically by the accompanying map. (Fig. 2.)

#### METHODS OF REDUCING THE NUMBER OF THOSE WHO DROP COURSES.

One of the charges brought against correspondence instruction is that it fails to hold students to the completion of the courses in which they enroll. The department is too recently established to have significant data upon this point, but measures have been taken to keep down the number of those who drop courses before completion.

Especial pains have been taken to gauge the student's preparation, previous training, experience and purpose in connection with the course for which he applies. These conditions are studied from information provided on the student's application blank (see p. 16), occasionally by personal interview and by special correspondence. Special attention is given to qualifications in fundamental subjects. It is hoped that in the near future enrollment may be made after personal conferences between a regular representative of the department and the student. In determining the qualifications of students it has not seemed advisable to inaugurate a system of formal examinations, but every prospective student should know beforehand the nature of the course he proposes to take, its average difficulty and its application to his particular needs and capacity.

BLANK FOR REGISTRATION IN COURSES OFFERED BY THE DEPARTMENT OF UNIVERSITY EXTENSION OF THE MASSACHUSETTS BOARD OF EDUCATION.

The following application is to be filled out completely in the applicant's own handwriting. Avoid abbreviations and complete the blank in detail.

Date of application . . . . .

Name (signature in full) . . . . .

Permanent address (street and number) . . . . .

Town or city . . . . .

County . . . . . State . . . . .

Age . . . . . Telephone no. . . . .

If employed, by what company? . . . . .

Were you born in America? . . . . .

How long have you lived in America? . . . . .

Occupation . . . . .

Education (in full) . . . . .

From what schools or colleges, if any, have you graduated? . . . . .

What foreign languages have you studied? . . . . .

Have you ever enrolled in courses of this department? . . . . .

Commercial, industrial or teaching experience . . . . .

Subject of course desired . . . . .

Reason for selecting this course . . . . .

I am sending \$ . . . . . by { Money order  
Certified check  
Currency (in registered letter)

References as to my character and industry: — . . . . .

Names and addresses of persons likely to be interested in extension courses: — . . . . .

Registration is not complete unless the registration charges, paid in full, accompany this blank, which is to be sent to James A. Moyer, Director, State House, Boston, Mass.

Figure 3 shows graphically the proportion of those enrolled for instruction by correspondence, class and group, who have discontinued work or have been dropped.

### INSPECTION OF INSTRUCTION.

Unless there is reasonable system and uniformity of policy in instruction, diversity in teaching practice assures no measurable attainment by the student.

The aim of instruction is not simply to indicate and correct errors, but to stimulate the student's ambition, to make sug-

gestions that will be helpful and to provide the human touch. The student should feel that there is a warm, sympathetic personality behind the corrections, actuated by a real desire to help. The successful correspondence instructor is one who can, by a paragraph, by a phrase, by a word, transmit his personality and his meaning to the student. In every staff of teachers there is plenty of cordiality, interest and capacity

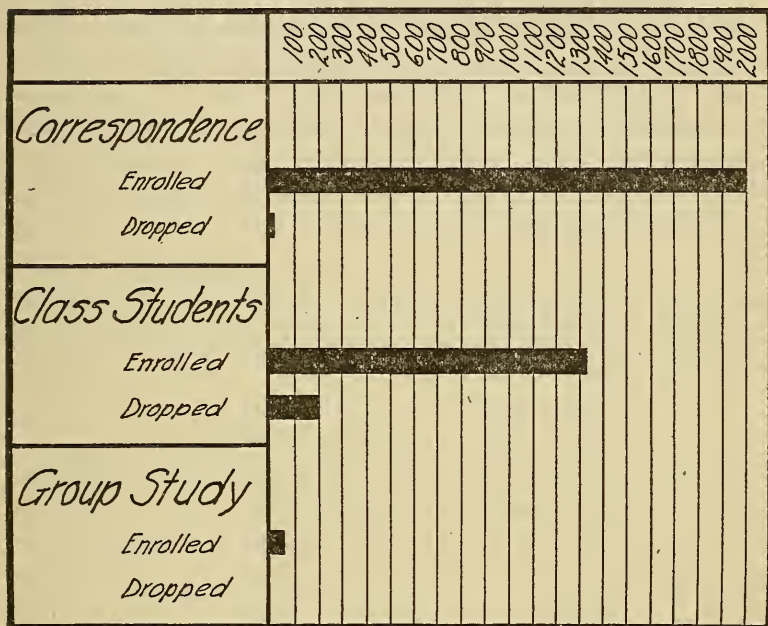


FIG. 3.—Showing, comparatively, the number enrolled and the number dropped or withdrawn, according to kind of instruction.

to help. The problem is to release these qualities in such a way that the student will receive their full benefit.

Supervision of instruction is especially requisite in extension work because the students are usually adults who have been out of the habit of study, often for years. Besides, instruction in extension courses frequently is to be given by technical experts, men who know their subjects thoroughly, but are not experienced teachers.

It is the duty of the supervisor of instruction to report to the director of the department concerning the progress of

classes and individual students, to discover causes of failure and irregular attendance, and to make suggestions which will simplify and improve the work. In short, it is his duty to suggest methods whereby instructors, especially those who are not trained teachers, may transmit their ideas to their students.

In case students become irregular in their work, letters are sent to the delinquents calling attention to the fact that their work is not of the required quality. These letters make inquiries as to the causes of delinquency, and offer assistance in removing difficulties. If letters fail to bring a response, an agent of the department has, in some cases, a personal interview with the student to find out the cause of delinquency. Where there is in a town an attendance officer of proper character it is possible, through the co-operation of the local school authorities, to send him to make the inquiry and offer assistance to the student. Even in the short time since the department was established, very effective work has been done by local attendance officers.

#### PREPARATION OF TEXT MATERIAL.

Another very important phase of instruction in extension courses is the preparation of suitable text material. As much of the instruction is given by correspondence, subject-matter for study provided by the lesson sheets must be of a special kind.

In the preparation of new courses, valuable data have become available from the experience of from 3,000 to 3,500 students with the method and content of the courses in actual use. It has been possible through a study of these data to make revisions, which will simplify, clarify and humanize the work appreciably.

In order to get the department under way as soon as possible after its establishment, it was not advisable to create courses out of hand. There was not available in the State a corps of experts familiar with the special needs of extension students. The needs of the State were not fully known. Under the circumstances it seemed best to procure material from agencies which had had experience in preparation of courses in parts



of the country where extension courses had been for years an arm of the public educational service. Necessary courses were, therefore, obtained from the universities of Wisconsin and Indiana and Pennsylvania, Iowa State College and Pennsylvania State College.

It is not the aim, however, to rest content with the present courses. It is the policy of the department to revise them in the light of experience before every reprint, and gradually to replace the imported courses with courses written by members of the department staff or by experts working under their direction. As the needs of the State become more clear in detail this work can be done with increasing efficiency. Of the 84 courses now open for enrollment 45 have been written or are being written especially for the department.

#### HOW THE DEPARTMENT WAS MADE KNOWN TO THE PUBLIC.

When the department was first organized one of the chief difficulties it had to surmount was the prevailing lack of information among the people of the new opportunity which had been provided. It took more than the simple announcement of the existence of State supported correspondence courses to catch and hold the attention even of those who should be really most vitally interested in the matter. It was not the desire to draw students into the department against their will, but that the people of the Commonwealth should know about the work. To do so, an organized effort was made to secure publicity. As the Board could not make use of the ordinary methods of commercial advertising, it has relied on the distribution of circulars, bulletins and posters placed in industrial plants and libraries. Six bulletins have been issued describing the extension courses and the improvements therein. A special illustrated poster has also been distributed to schools, libraries and factories within the State. Addresses have been made by the agents of the Board before conventions and club meetings. In cases where newspapers were willing to co-operate in bringing the educational offering of the department before their readers, special articles have been published. These have appeared in several newspapers of the State, and in each case an increase in enrollments and a

heightening of interest have resulted. The newspapers of the State have been uniformly generous in opening their columns to the accounts of the activities of the department, even when those activities had not dynamic news value.

The difficulty of securing the right kind of publicity, however, is passing. As knowledge of the department gains momentum and overcomes the inertia which hinders the expansion of new movements, it will assume in the minds of the people its proper character as an established and familiar branch of the educational system of the State. The best kind of publicity for such a project as university extension is that which comes from its own effective service.

#### ESTABLISHMENT OF A WAITING LIST.

The General Court, relying on the experience of the first few months in taking enrollments, made provision for all the extension students likely to apply for membership, but as knowledge of the department spread through the State there developed such a demand for courses that in the latter part of October the Board of Education found it necessary to establish a waiting list. Action was taken in the following manner:—

*Voted*, To authorize the Commissioner to direct the Department of University Extension to receive no enrollments in the Correspondence Study Division after Oct. 24, 1916, until further notice.

*Voted*, To authorize the Commissioner to direct the Department of University Extension to limit enrollment in the Class Instruction Division to classes in process of organization on Oct. 24, 1916.

The reason for suspending enrollments was partly due to the system governing State expenditures; it is necessary to understand the system in order to appreciate the situation which the department faced when enrollments began to pile up this fall.

The fiscal year of the Commonwealth closes annually on November 30, but the appropriation may be made at any time during the session of the General Court, usually in April or in May. If the General Court appropriates \$24,000 on May 1, 1916, for the use of a department during the current fiscal

year, that department may use, between May 1, 1916, and Nov. 30, 1916, \$24,000 *minus the amount which was paid out in the preceding five months of the fiscal year*. Let us suppose the amount to be subtracted aggregates \$3,000. That sum subtracted from \$24,000 leaves \$21,000 to be expended in the seven months between May 1, 1916, and Nov. 30, 1916. This \$21,000 may be distributed through the seven months in such sums as the head of the department deems best; that is, if he considers it good business to spend \$9,000 in May and \$2,000 in each of the other six months he may do so. After November 30, however, this flexible arrangement ceases. The department may continue to spend money at the rate of \$24,000 per annum, but in monthly installments of \$2,000 or less. The elasticity in the distribution of expenditures which characterized the period from May to November 30 now gives way to a rigid monthly rate. This system is just and satisfactory in departments where necessary expenditures do not vary with the different seasons of the year. In the Department of University Extension, however, the period of greatest expansion and activity falls in the months of the late autumn, winter and early spring, while the period of minor activities occurs during the late spring and the summer months. In other words, during the very months when the department should be allowed the most elasticity in distribution of expenditures it is held to an inflexible monthly rate. Furthermore, any portion of the appropriation that was saved during the slack season has to be turned back on November 30 to the State treasury and is lost to the work for which it was intended, whereas it could be used to very good purpose in the winter rush season when classes are being formed and taught, and the expenses of teaching, materials and traveling are very heavy.

Since the action of the Board in establishing a waiting list, the department has had sufficient experience to discuss the advantages and disadvantages of the experiment, especially the advantages. A waiting list is useful in that it gives prospective students time to consider whether or not they really want to do extension work. The student who persists in taking up a course after staying a month or two on the waiting list is likely to "stick" after he has begun work. A waiting list also



gives the department time to investigate the capacity of prospective students for the courses they have chosen.

On the other hand, a waiting list probably tends to create discouragement even among the most desirable of candidates. In the case of a man or a woman who needs the course for a specific purpose, at a specific time, the waiting list will cause genuine hardship. Several students enrolled earlier in the year on the understanding that they would complete courses within a certain period.

### DISCUSSION OF RESULTS.

Most of the students of the department are mature men and women. The great majority fall between the ages of twenty-five and forty. They are usually ambitious persons who, because of economic pressure in their youth, or because of lack of educational facilities, missed the training which they now realize to be desirable and necessary.

They are uniformly anxious to make good. Because of their maturity and experience they have opinions of value, and a system has been devised whereby the department is able to gauge the reaction of the students upon the courses they have completed. The data thus far secured are naturally scanty and cover comparatively few cases, but the comments of students upon their courses have been uniformly favorable and appreciative. When their extension course has helped them to pass examinations they are especially warm in their commendation.

It is too early in the history of the department to draw any conclusions of value as to the number who complete courses. During the vacation season there was a pronounced drop in all kinds of university extension work. In the early part of October a letter was sent to delinquent students reminding them that their work was incomplete and the time was opportune to resume. There was an immediate response and a large number again took up their work. The follow-up system in use has not revealed thus far any large number who are willing to say definitely that they intend to drop work. Ordinarily our delinquent students desire to continue, but they "have been busy," "have had illness," "have been away."

Though the number of those who have actually dropped out themselves or who have been dropped officially by the department is small, it is sure in time to become considerable unless the experience of the Department of University Extension differs from that of other institutions.

### *Co-operation with Local Systems.*

University extension not only supplies the advantages of education directly to large numbers of adults, but stimulates other educational agencies. The State department does not enter a community solely for the sake of having a class there. Its aim is to determine and supply the needs of that community. Where its work is being adequately done by local authorities it declines to duplicate. It is the practice of the department always to co-operate with local school authorities. It consults and usually acts upon their advice. The investigations which the State Department of University Extension and local authorities perform in common, and the discussions which result therefrom, are illuminating to both parties.

### *University Extension Conferences.*

During the year three conferences were held under the auspices of the University Extension Department. The first took place at the Old South Meeting House, Boston, February 5, 1916; subject, "Education of Adult Immigrants." The speakers were the director of the Department of University Extension and Philip Davis, head worker of the Civic Service House, Boston.

The second conference was held in Lowell, April 27, 1916; subject, "Teaching of English to Immigrants." The director of the Department of University Extension and John J. Mahoney, principal of the Lowell Normal School, were speakers.

On May 18, 1916, a conference was held at the Boston City Club; subject, "Education of Adult Immigrants." At this conference the director of the department and Philip Davis, mentioned above, were speakers.

*Co-operation with Colleges.*

In a former paragraph brief mention was made of university extension work among the colleges of the Connecticut Valley, and the co-operation of the department therewith.

The courses are given in classes of twenty or more, and are taught by the regular instructors of colleges co-operating in the movement. The charges per student are \$5 plus the prorated cost of place of meeting and the traveling expenses of the instructors.

The colleges concerned undertook the expense of printing bulletins and of postage, while the department supplied a representative to do the administrative work connected with the formation of classes. Classes are in process of formation until January 1, but, though the work during the current year will be largely that of seed sowing, at the present writing one class at Greenfield has been formed. There are interested groups in other communities which before this report reaches the public are likely to have developed into classes.

The friendly spirit on the part of the colleges of Massachusetts toward the State Department of University Extension is evidenced in many ways; for instance, the "Boston group" of colleges have made the director of the Department of University Extension a member of their Commission on Extension Courses, with the object of facilitating co-operation and avoiding duplication. Furthermore, the overseers of Harvard College have appointed the Commissioner of Education and the director members of their visiting committee on university extension.

*Certificates for Students.*

Students who complete courses offered by the department receive certificates stating the name of the course and the number of lessons completed. The certificate is signed by the instructor in the course, by the agent in charge of the bureau of instruction in which the course is given, and by the director of the department. As a certificate is issued for single courses it is not desirable to use an elaborate form in the nature of a diploma, though at some future time it may be desirable to issue a diploma on the completion of a group of related courses.

Usually in subjects of high school grade an examination under competent supervision is given at the end of a course. If the student lives near Boston the final examination in correspondence courses may be given at the State House. When he lives at a distance from Boston the examination is under the supervision of a superintendent of schools or principal of a high school. Final examinations for classes are usually given where the class meets, and by the instructor in charge of the course.

Arrangements have not yet been made whereby students completing courses of college grade can obtain without examination advanced standing in existing institutions of learning. In the latest bulletins issued by the department to describe the courses of study, the following statement is made in connection with certain of the courses: "Students who have successfully completed the work in these courses should have no difficulty in securing advanced standing in colleges, by examination or otherwise." This statement was prepared by a professor of English in one of the largest American universities. Fortunately the statement applies to courses in English, for which there has been great demand, and doubtless many who are taking them will, in due course, receive college credit.

The Board of Bar Examiners of the Commonwealth of Massachusetts has decided to accept; in the case of certain subjects offered in preparation for a course in law, the certificate of the Department of University Extension, provided it is accompanied by a supplementary statement signed by the director of the department, that the student has had a final examination under approved supervision, and has an average of 80 per cent. or more in the subject.

#### PLANS FOR FUTURE DEVELOPMENT.

As the work of the department has become known to the people of the State there has been a corresponding increase in the demand for what it offers. The Legislature at its last session provided for all the students who seemed likely to apply during the current year, yet before October 20, enrollments passed the outside number for which financial provision had been made. It would have been easy to enroll fully 2,500



more students before January 1, 1917. Applications were coming in at the rate of more than 30 each day in correspondence courses alone.

*Extension Colleges in University Districts.*

The State has already been divided into twenty-eight university extension districts. Each district contains at least one city or one large town to use as a center for university extension activities. Here classes are held when there are not enough students to form classes in local communities. In time, as the department increases, field agents and local supervisory officers should have their headquarters in these centers. In this way each district of the State will have definitely organized work of college grade in progress within its borders.

*Heads of Fields of Study.*

The selection of heads of the different divisions in extension work may in a measure replace the employment of temporary and part-time instructors. This arrangement has been made necessary by conditions. Eventually it may be wise for every department of instruction to have a head who is expert in matters which fall within that field.

The fields of study which should be under the direction of experts are the following: —

1. English.
2. History, government, economics.
3. Education.
4. Mathematics.
5. Mechanical engineering and mechanical drawing.
6. Art.
7. Commercial, industrial and civil service subjects.
8. Electrical engineering.
9. Structural engineering.
10. Domestic science and arts.
11. Foreign languages.

Steps have already been taken to fill the need of an expert in charge of the English work, in which enrollments are most numerous. The same should, in the opinion of the director,

be done for the other fields of study as soon as the students therein become sufficiently numerous to warrant the necessary expenditure. Meanwhile, the students enrolled therein will continue to be cared for by part-time instructors. Putting men in charge of certain fields of study, as indicated above, will not mean that the students in that field will be excluded from the influence of experts in commerce and industry, but it will mean that the subject-matter of the courses of a particular field will be selected and controlled by a person who knows the whole field and the portions thereof which are suited to the needs of university extension students.

*Improvement of Extension Instruction for Immigrants.*

The need of special instruction for immigrants is urgent in this country, particularly instruction in civics and in English. To meet this need the Department of University Extension is giving two courses for new Americans, one in English and the other in civics. But any course for immigrants must undergo constant and frequent revision until school men have worked out a satisfactory method of procedure in this type of education. As yet there has been no standardization of methods as applied to instruction of foreigners; there is no tangible literature on the subject. Still, there has been some very telling instruction given in scattered instances by men and women who have had the insight and genius to work out successful methods of their own. The sound and practical elements in this instruction are being organized and disseminated among teachers, and the department is doing its share of this work. Out of meetings held last spring in Lowell in the interest of immigrant education grew the present extension course in the methods of teaching English to immigrants. This course is given at the Lowell Normal School, but the material of the course and the instructor are provided by the department. The course consists of weekly conferences, and is designed primarily for teachers of some experience in instructing foreigners, though certificates will be granted to others who have special educational qualifications.

At present, 215 have enrolled in the course. The distribution of the students geographically is as follows:—

Lowell, . . . . .	157
Lawrence, . . . . .	21
Cambridge, . . . . .	8
Nashua, . . . . .	6
Woburn, . . . . .	6
Chelmsford, . . . . .	5
Billerica, . . . . .	3
Dracut, . . . . .	2
Arlington, . . . . .	1
Bedford, . . . . .	1
Boston, . . . . .	1
Haverhill, . . . . .	1
Melrose, . . . . .	1
Tyngsborough, . . . . .	1
Wamesit, . . . . .	1
	<hr/>
	215

The course in methods of teaching English to immigrants is designed to give teachers a broad and generous view of the foreigner and his perplexities; also to put at the disposal of teachers a collection of workable ideas and methods for the more effective teaching of non-English speaking un-Americanized immigrants. The practical character and timeliness of the course and the interest that it has evoked will make it available later for similar enterprises in other parts of the State where immigrant education is of pressing public concern.

The other courses for immigrants, given by the department in civics and in English, will be frequently revised and improved as the outlines of a problem which at present is shadowy become more defined and tangible. Both courses are undergoing revision at the present time. The course in civics in its improved form will be a direct preparation for citizenship as conceived by judges who examine candidates for naturalization. The immigrant is a practical person who enjoys the use of public libraries, gymnasiums, playgrounds, recreation piers and social centers, but who does not care to study these institutions in extension courses unless that study has its counterpart in the questions of the judge who holds in his hand the key to citizenship. In the revised course in English there will be very little formal grammar. Grammatical constructions will be taught incidentally. The vocabulary and



the sentences used as illustrations in grammatical work will be such as the immigrant will employ constantly in his daily life. The reading matter will be of practical character, also, and will be designed to give the learner an insight into American practices and ideas.

#### SUMMARY AND CONCLUSION.

The department has been in operation less than one year. In that time it has enrolled more than 3,450 students. A very small proportion have expressed any desire to discontinue their work. For the instruction of the students the department has provided nearly 100 different courses designed to be useful to persons who are unable to work at the regular institutions of learning. The department has enlisted the services of an able and devoted staff of instructors who have confidence in the value of the work they are doing. That the department is satisfying a need is shown in the testimonials of students who have completed courses. The administrative staff is on the alert to satisfy future needs as they develop.

## EXPENDITURES, JULY 1, 1915, TO JULY 1, 1916.

## Administration:—

*Salaries.*

Director and assistants, . . . . .	\$3,494 61
Clerks, stenographers, etc., . . . . .	2,556 39
Extra clerical and stenographic service, . . . . .	839 15

## Instruction:—

Agents supervising instruction, . . . . .	2,499 14
Full-time instructors, . . . . .	1,491 01
Part-time instructors, . . . . .	3,300 20

*General Expenses.*

Adding machine, . . . . .	245 00
Advertising, . . . . .	203 48
Book covers, . . . . .	165 00
Books, periodicals, clippings, . . . . .	7,038 47
Camera and supplies, . . . . .	65 67
Card files, . . . . .	200 78
Drafting supplies, . . . . .	54 33
Duplicating machines, . . . . .	245 65
Electric fans, . . . . .	63 20
Expenses of advisory committee, . . . . .	11 75
Expressage, . . . . .	225 26
Lantern slides, . . . . .	52 60
Material for courses, . . . . .	87 58
Mimeoscope, . . . . .	40 00
Office supplies, . . . . .	889 70
Postage, . . . . .	820 95
Printing, . . . . .	1,103 66
Rent of offices (Ford Building), . . . . .	93 75
Stereopticon, . . . . .	85 26
Stationery, . . . . .	456 50
Stencil paper, . . . . .	133 20
Telephone and telegraph, . . . . .	108 07
Travel of officials, . . . . .	1,194 23
Typewriting machines and accessories, . . . . .	848 03
Stapling machine, . . . . .	37 24
Sundries, . . . . .	10 29

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Total, . . . . . \$28,660 15





THIRD ANNUAL REPORT  
OF THE  
BOARD OF EDUCATION  
ON THE  
DEPARTMENT OF UNIVERSITY EXTENSION.  
  
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# The Commonwealth of Massachusetts.

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## THIRD ANNUAL REPORT OF THE BOARD OF EDUCATION ON THE DEPARTMENT OF UNIVERSITY EXTENSION.

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The first and second annual reports of this department were brief records of beginnings. The third annual report, based on two years' experience, may be more substantial. It will stress two features: first, a summary of activities and achievements during the year which closed Nov. 30, 1917; second, an analysis of the personal information furnished by students enrolled in State correspondence courses. The summary of activities and achievements will be presented first.

### SUMMARY OF ACTIVITIES AND ACHIEVEMENTS.

**Improvement of Instruction Material.** — When the department was organized courses were prepared on short notice or were purchased, ready made, from institutions outside the State. Neither method assured the perfect adaptation of courses to the needs of Massachusetts people. During the last two years, however, the department has had experience with 7,000 different students. From that experience much useful matter has been gathered.

When courses are revised, not only instructors but also students are drawn upon for ideas. As each student completes a course he is invited to make constructive suggestions for the improvement thereof. Responses to this request are uniformly generous and helpful.

In the improvement of courses the object has been to expand and enrich material already in existence rather than to extend instruction into new areas. The subject-matter of courses is adjusted more closely to determined needs, and an endeavor is made to stimulate independent mental activity on the part of the student.

**Elementary English.** — English courses, as indicated in statistics (see page 26), are in greater demand than others. In

the revision of *Elementary English*, consideration was given to proper length of lessons; to the phases of grammar and composition which had proved most troublesome to students; to the amount of detail with which each topic should be treated; and to the type of exercises which would best stimulate the thinking powers of the student and measure his information on the subject.

**English for Business.** — This course is primarily designed to meet the needs of students who had to leave school during the seventh and eighth grades. These students need English instruction more definitely applied to business practice than is the case of those taking the course in *Elementary English*. Such topics as dictation to stenographers, parliamentary procedure, advertising, and composition of telegrams and reports are treated in such a way as to serve the interests and needs of students who are just entering commercial life.

**Paragraphing and Punctuation** is a modification of *Elementary English*. It is an example of the kind of course discussed more fully on page 9 of this report. It is designed for clerks, stenographers, and others who realize their deficiency in punctuation and desire a brief and definite course on that one subject.

**English for Americans of Foreign Birth.** — It is yet to be proved that the instruction of foreigners in English can be given effectively by correspondence. A student who speaks broken English needs the presence of his instructor. In correspondence work he lacks easy use of the very instrument by which he seeks and receives instruction. What little facility he may acquire rarely compensates for the time and energy spent in study. If students are to be enrolled in such a course at all they should be only those who have fairly ready use of written English. Instruction should be concerned, not mainly with the structure of the language, but with the common, practical uses of written English. To meet this need the department has supplemented its regular course in English for foreigners with a course which stresses such matters as the writing of letters, the making out of bills, filling in blanks and ordering goods in writing.

**Civics for Naturalization.** — Soon after its establishment the department offered a course which was intended to give training in American citizenship. It approached the subject from the standpoint of social welfare. It dealt mainly with the ministrant functions of government. It said much about opportunities found in

America and the institutions which supplied the opportunities, such as schools, public libraries and playgrounds. It stressed public sanitation, fire prevention, police protection and other conserving agencies. It gave little drill, however, on questions likely to be asked by the naturalization examiner. The course was in some demand at first, but could make no headway in class or in correspondence, because aliens found that its subject-matter did not directly meet the questions of the judges and the naturalization examiners.

The new course in *Civics for Naturalization*, therefore, admittedly deals only with the constituent functions of government. Such a course is narrow and technical, but it is definite. Matters of opinion do not enter into it; the learner deals primarily with facts in the organization and the working of government.

Only one requirement for admission to naturalization classes is insisted on, namely, the ability to read intelligently an American newspaper. It is waste of time to admit aliens to classes before they can read English, because a student who cannot read is unable to handle the subject-matter of the course.

Whenever a student completes the course, that fact is certified to the examiner. On the certificate is placed the seal of the department and the student's record in scholarship, and attendance also if he has taken the course in class. This certificate he is to show to the judge and to the examiner as proof that he has taken an officially approved course under the supervision of the State.

The course was first tried out during the summer in a class at Chelsea. Despite the hot weather, outdoor attractions, and night employment, 19 of the original 60 persevered and completed the course. Of the 19, all but 1 passed the naturalization examiner's tests, and will, presumably, be granted their "papers."

The present requirements for naturalization might well be studied. Much may be said in favor of a program of civic education for immigrants, worked out co-operatively by judges, naturalization examiners, social workers and teachers of immigrants. All the parties to such a conference might learn much from one another. At present the program of community civics runs the danger of being unsubstantial and visionary if it is not given balance and body by men of judicial habit of mind, who are concerned mainly with the tried and rooted community convictions and procedures which have been translated into law. On the other

hand, the words "service" and "welfare," though often abused, are written large across the face of modern American life. Social vision is not a synonym for social vagary. Much of the program for social betterment may be used to vitalize the alien's preparation for citizenship.

**Educational Psychology.** — The purpose of this course is not so much to stress the technicalities implied in the title as to provide material for assistance in meeting actual conditions in the school-room. Fundamental principles are emphasized, but concrete application of those principles is the special purpose of the course.

**Retail Salesmanship**, before revision, was entitled *Retail Selling and Store Management*. As the demand for the course comes largely from persons interested in salesmanship, the management features have been kept in the background and training in selling has been emphasized.

The material of instruction has been greatly enriched by changing the character of the problems. In its revised form the course calls for the working out of individual projects rather than the mere compilation of information gathered from books. The principal advantage of a course of this kind lies in its encouragement of salesmen to think about and to study the peculiar features of their work.

**Foods and Nutrition.** — The twelve assignments of this course may be taken as a whole, or they may be divided, and either part of six assignments taken separately. The course is the result of the work of a committee of experts in various phases of the subject, who met and combined their ideas. One of their number was selected to give those ideas organic shape.

The course in *Dietetics* was found to be too technical for busy housekeepers who had neither need nor inclination to study scientific formulas. *Foods and Nutrition* is a course within the comprehension of women whose education stopped between the sixth and tenth grades.

**Household Management.** — This short and intensive course for busy housekeepers was written to be of service both on the farm and in urban communities. General principles are not neglected, but the main emphasis is placed on their practical application. The problems are of the same character as those in the course on *Foods and Nutrition*.

**Practical Applied Mathematics.** — In the rewriting of this



course, methods whereby the student could check his calculations were introduced. Instruction in the use of significant figures was also added. Another version of the course, entitled *Practical Applied Mathematics for Electricians*, is adapted to the daily work of electricians, — an instance of adjusting instruction specifically to the needs of mechanics.

**The Slide Rule and Its Uses** illustrates what the staff of the department believes to be a sound departure in extension teaching, namely, the offering of short intensive courses confined solely to certain useful phases of long general courses. The course on the slide rule is for two classes of students: first, for those in business or in industry who have much to do with computation, but have not had engineering courses in which the slide rule is taught; second, for teachers of mathematics in junior and senior high schools who have to introduce practical features into their teaching. The course is only five lessons long, and limits its instruction to effective manipulation of the rule. Considerable facility in mathematical processes is presupposed.

**Practical Electricity** was rewritten throughout, and improved by the stimulating character of its problems. As in other courses revised during the past year, thinking, rather than mere compilation, is stressed.

**Heating and Lighting for Janitors.** — Last spring this course was supplemented with fresh practical material. At the close of the school year it was recommended to school committeemen and to superintendents as a profitable course for janitors during the summer months. Following this recommendation enrollments in the course increased threefold.

**Plan Reading and Estimating** is a new course in two parts, each of ten lessons. Many persons who have no need of skill in architectural or mechanical drawing do have to read dimensions on blue-prints and to interpret the conventional symbols thereon. There is a like need in estimating the quantities of building materials from the plans and elevations on blue-prints and drawings. This course meets such demands.

**Safety Engineering.** — The subject-matter of this course is contributed by a group of engineers who are experts in different fields. The material has been given organic form by the secretary of the New England branch of the National Safety Council.

The course consists of twelve assignments, and treats the follow-

ing topics: how accidents occur,— their prevalence; principles in design and construction of mechanical guards; hazard in fire, in power generation and transmission; care of injured workmen; sanitation and similar subjects. It will be useful to factory men in general, but especially to superintendents and foremen.

**French for American Soldiers.**— If the war lasts long enough to teach America its constructive lessons, probably no social activity will be more deeply affected than education. Nothing has made this clearer than the endeavors of the department to provide instruction for soldiers in the encampments, particularly instruction in spoken French. Two drawbacks beset the experiment: first, the uncertainty that a group would remain together long enough in one place to make adequate instruction possible; second, the difficulty in finding instructors who could change their classroom habits to suit the type of men taught, and who could condense their subjects into the small compass necessary.

The aim of the department in providing instruction in spoken French was to enable American soldiers to make themselves understood in their French environment. It was recognized to be impossible to impart any niceties of speech in but twenty lessons. It was believed possible, however, to make the men familiar with the more common terms used in camp, and to give them sufficient French grammatical structure to hold the terms together. The department had a course prepared, and established classes at once among sailors and soldiers at places enumerated in the statistical tables on page 29. Wide interest was shown in the idea, though in actual practice not much could be accomplished. The war spirit was in the air. Men were dispatched to new stations over night. No soldier or sailor classes were able to complete the course.

The most successful instruction was not that given according to academic method. The classes that held together best were those taught by teachers who made their living by teaching French outside the schools. There is much that academic teachers of language may learn from these men. Their devices for relieving tedium, their methods of driving home a principle, their short cuts to results may well be studied very seriously for the improvement of language teaching in schools and colleges.

An adaptation of the course in spoken French for soldiers was made for doctors and nurses preparing to serve in France. Classes were formed in co-operation with the Red Cross authorities, who undertook the organization of classes and provided quarters. These classes were more stable than those for soldiers and sailors. Many completed the course. (For statistics, see page 29.)

**Shorter Courses.** — Most of the courses given by the department have contained twenty assignments, or lessons. This number was chosen because it seemed that courses of this length could easily be completed between October and May. Experience and statistics seem to show that courses of twenty assignments are too long from several standpoints. From the standpoint of student mortality, the percentage of those who complete courses of ten assignments appears to be about twice as great as the percentage of those who complete twenty assignment courses. The figures available are not so conclusive as they would be if they represented the results of several years, but they show the expected tendency of students to complete courses of short duration.

From the standpoint of suitability, the short course is preferable to the long course. Extension courses are taken by men and women who are busy earning a livelihood. They become conscious of a definite weakness in their educational equipment and take up extension courses to overcome that weakness. Long general courses become onerous to such persons, especially after they have secured from a course the knowledge they desired. It would, therefore, seem to be a step in the right direction to lift from the general courses certain useful elements and offer them as short courses. By such an arrangement each student may secure what he wants without having to take much that he does not want; he may have the satisfaction of completing a course and is saved the feeling of failure that comes from leaving a task incomplete. In other words, the short course tends to build up a habit of success. Two courses of this character have been arranged, namely, *Paragraphing and Punctuation* and *The Slide Rule and its Uses*. They have already been described above.

**Notifying Employers of their Employees' Completion of Extension Courses.** — Early in 1917 there appeared to be an opportunity for service in notifying employers when any of their

employees successfully completed an extension course in the department. This is done, however, only when agreeable to those most concerned. Since this practice has been adopted the number of messages from students announcing promotions and raises in salary has increased.

**Special Information Service.** — In the Department of University Extension experts in a variety of subjects are employed as instructors. Thus there is available for students a wide range of expert information, in case an arrangement is provided to place it promptly and easily within reach of individuals. Such an arrangement has been provided, and there are indications that, as this service becomes generally known, it will be widely used.

Through its information service the department offers to answer or give expert opinion on any reasonable question that falls within its regular fields of study, namely, mechanics, mathematics, engineering, English, Spanish, French, civics, economics, history, business administration, household economics, education.

**Publications.** — The bulletins of the department, which are regularly published six times a year, have two functions: first, to announce the courses given by class and by correspondence; second, to give permanent and readily usable form to educational material of special significance. The bulletins are issued as pamphlets, and contain from 24 to 48 pages. During the past year six bulletins have been issued as follows:—

1. In January, 1917, the bulletin consisted of the second annual report of the department, which was reprinted from the eightieth report of the Board of Education to give it publicity in economical form.

2. The March bulletin was a compilation of "Educational Extension Opportunities in Massachusetts." In December, 1916, the University Council of Massachusetts requested the department "to issue as one of its bulletins a comprehensive account of all the opportunities in educational extension furnished by various agencies in the State, including those offered by the colleges." In agreement with this request, a condensed statement of extension activities in the State was printed.

3. The May bulletin was the regular annual announcement of courses offered for class instruction only. It was issued in the late spring in order that groups desiring extension classes might make



their plans early and give the department time to secure suitable instructors.

4. In July the department published, both in bulletin form and in separate lesson pamphlets, its course on "Civics for Naturalization." In printing this course the department deviated from its usual procedure of mimeographing material. The reason for the innovation was that eventually all courses which have reached a satisfactory form should, in the opinion of the director, be printed. Lesson sheets printed in large legible type are better fitted for conditions of study among extension students than the usual mimeographed material. This is especially the case in courses in which studying has to be done under bad lighting conditions. For an extended discussion of the educational aspects of civics for naturalization, see pages 4 to 6 of this report.

5. Soon after this country entered the war it became evident that everything possible should be done to enlighten our people on the food question. The public had to be safeguarded from undue panic on the one hand, and easy complacency and consequent waste on the other. In response to this need the department issued its bulletin, "Food Thrift." This not only stressed saving in the preparation of foods, but through the addition of numerous recipes and menus showed how to make the saving. Two editions of this bulletin were published to meet the widespread demand, which still continues. In all, 18,000 copies were printed and distributed.

6. The November bulletin contained the announcement of courses offered for correspondence instruction. It comprised the richest offering thus far issued by the department, as will be seen in the following tabulation, which shows the number of courses described in each of the correspondence instruction bulletins: —

	Courses.
Bulletin No. 1, January, 1916, . . . . .	68
Bulletin No. 2, March, 1916, . . . . .	70
Bulletin No. 5, September, 1916, . . . . .	84
Bulletin No. 12, November, 1917, . . . . .	106

In the case of Bulletin No. 12 the increase is due to the partition of courses into smaller units, as well as to the addition of entirely new subjects.



In addition to the regular printed bulletins the department has issued monthly news-letters to students, which are designed not only to give them a point of view regarding educational opportunities in general, but also to inform them of the current activities of the department.

**Co-operation with Connecticut Valley Colleges.** — When the colleges of the Connecticut Valley joined forces in 1916 to make their facilities available to the people of the valley, the Department of University Extension offered a representative to administer the organization of classes. During October and November the department representative spent a part of each week at Amherst. Five extension classes were formed, — two in Spanish, one in geology, one in zoölogy, one in spoken English. A course of lectures was also given.

This year the people of the valley have been circularized, and to all who have shown interest a special follow-up letter has been sent. At the present writing three classes have been formed, — one in French, another in zoölogy and a third in art. To increase interest in the courses offered by the colleges in the valley the department has engaged a special representative, who will not only circularize the clubs, parent-teachers' associations and granges, but will visit and address them in person.

**Waiting List.** — In the fall of 1916 the number of applications for enrollment became so great that the Board of Education had to establish a waiting list. This fall the same congestion occurred, and the Board of Education again limited enrollments. It did so in the following terms: —

*Voted,* To authorize the Commissioner to direct the Department of University Extension to receive no enrollments in the Correspondence Study Division after Oct. 22, 1917, until further notice.

*Voted,* To authorize the Commissioner to direct the Department of University Extension to limit enrollment in the Class Instruction Division to classes in process of organization on Oct. 15, 1917.

On Nov. 30, 1917, there were 170 on the waiting list for correspondence courses, and, as nearly as can be estimated, 1,200 for class instruction.

**Embarrassment caused by the Present Fiscal Arrangements.** — In the second annual report the ways in which the pres-

ent financial arrangements handicapped the department were explained. It was shown that the period of greatest expansion and activity falls in the late autumn, winter and early spring, and that until the General Court makes an appropriation the department is held down to a rigid monthly rate of expenditure.

In the education of deaf and blind children the above plan is not in use. With the approval of the Board of Education, the Governor is empowered to make provision for the education of all eligibles who apply for it. (See Revised Laws, chapter 39.) In certain aspects vocational education is also unrestricted. (See sections 8, 9 and 10, chapter 471, Acts of 1911.) If similar powers could be given to the Board of Education and the Governor in the case of persons seeking enrollment in State extension courses, the department could accommodate at once all eligibles who applied to it for educational advantages.

**Opportunities in the Department for Pupils who leave High School.** — The entrance of the United States into the war has created profitable openings in industry and trade which lure boys and girls from high school. This condition, presumably, is only temporary, and if opportunities are afforded to keep alive the interest of these pupils they may later be reclaimed. The Commissioner of Education and the director of the department have not failed to see the opportunity of service to these young people. It would be easy to make a canvass of the situation and throw open to those leaving high school opportunities for home study in extension courses. The financial necessity for restricting enrollments, however, has made any movement to this end inadvisable.

**North Adams State Normal School Extension Courses.** — According to the act by which it was established, the Department of University Extension was specifically directed "to supervise the administration of all extension and correspondence courses which are supported in whole or in part by state revenues." In accordance with this provision the director of the department and the principal of the North Adams Normal School have worked out an understanding whereby the act may be obeyed without burdening the department with extra expense and without disturbing the administration of the courses given by the normal school.

Correspondence courses in normal school subjects were first offered to teachers of Massachusetts by the North Adams Normal

School in February, 1911. During the first year, courses were offered in psychology, language, history and geography.

On April 1, 1912, correspondence work was organized as a separate department, and to the four courses already in operation English grammar, literature, arithmetic, and economics were added.

In response to many requests cooking was added to the curriculum during 1912; sewing in 1913; paper construction, raffia work, yarn weaving, and elementary handwork adapted to the first six grades, in 1914. Special courses in woodworking for older pupils were detailed for teachers whose circumstances made such work feasible. The demand for these courses arose from experience with other courses, and they have been pursued with more than usual enthusiasm.

At the present time — November, 1917 — 135 teachers, of whom 129 are in active service, are taking 169 courses by correspondence, — 51 in language, 27 in handwork, 21 in history, 20 in arithmetic, 11 in geography, 11 in psychology, 6 in literature, 5 in sewing, 8 in grammar, 6 in domestic science, 1 in woodwork, 1 in busy-work, and 1 in economics.

The increase in registration has resulted directly from distribution of circulars and personal explanation of courses in teachers' meetings and superintendents' conferences. New registrations from January, 1915, to September, 1917, have been unsought, these resulting directly from recommendations of teachers already registered, or from superintendents who had such teachers in their employ. During September and October, 1917, opportunities for professional study by correspondence were explained to teachers in seven towns and superintendency unions.

The normal extension courses grew from the belief that the professional training of the young teacher should not cease with graduation from the normal school; it should follow her into her teaching, to keep her true to the principles she learned as a normal school student. In her new work the teacher needs the encouraging influence of persons more experienced than herself. Through extension work she can have the vitalizing advice of a friend to whom she can bring her problems.

The extension service of the North Adams Normal School has justified itself as a factor in the training of teachers. Its usefulness

has been especially significant in western Massachusetts, though students have enrolled in other parts of the State. (For details as to enrollments, see page 31.)

**Co-operation of Local School Authorities.** — Examinations under supervision are a feature of department work. To send a representative to a distant part of the State would be expensive. The labor of supervision has been largely taken over by local superintendents of schools and by principals. The work is, of course, entirely voluntary, and is always cheerfully performed.

In a number of instances superintendents have offered the use of certain schoolrooms to correspondence students who have no convenient place for evening study. In addition, students have the privilege of securing help from teachers present.

The department has been made available to high school students when local schools have not deemed it advisable to give certain studies on account of expense. In such instances the local board paid for enrollment in the desired studies, and the students took the work by correspondence. Upon successful completion of the courses the work was counted toward the local school diploma.

**Organization of Classes.** — In the past a great deal of dependence has been placed on interested individuals and groups in the organization of classes. This method, in the main, has worked well. There is, however, danger that, by this mode of class formation, all persons in a community who may like to join cannot be reached. It is suggested, therefore, that the formation of classes spring from a wider local publicity than has previously been thought advisable; that a regular class organizer be sent from headquarters to direct that publicity and to make sure that all in the community who desire extension work are accommodated. It would be the duty of such an organizer to secure the co-operation of local newspapers, schools, civic associations, parent-teachers' associations, libraries, boards of trade, and other organizations. Notices duplicated at the home office could be distributed, and meetings could be held in which the work of the department could be explained in a satisfactory manner. In this fashion classes would be organized as real community activities, and be free from the imputation of exclusiveness.

**Students' Discontinuance in Correspondence Courses.** — Students in extension courses are almost always breadwinners.



Many have families. Many have both night and day work. Study is purely voluntary, there being no compulsory education law governing extension courses, as in the case of day school pupils. Irregularity, therefore, is to be expected. The department has not ignored the problem. During the past year the staff has devoted considerable study to the matter.

Some delinquency is justifiable and unavoidable. Enlistment in military service, illness, removal from the State, resuming work in school or college have been frequent causes of dropping out. The average age and the median age of our students lie between twenty-one and thirty years, the draft age. One hundred and eighty-three of our students have joined the colors and Red Cross work. These students often notify the department not to drop them from the roll, as they want to resume their courses when they come back from the front. The department does not drop them, though it knows that some can never come back.

Another group wish to be released because their course has served its purpose. These are the students who have entered school, college or the civil service. This kind of delinquency is laudable; the department has made possible a step upward; in some instances it has awakened the desire to go back to school while giving the preparation for admission. Fifty students have discontinued courses because of other school work.

Illness is a cause of much irregularity in work and considerable abandonment of courses. Disabled extension students come back much more slowly than do students in the day schools. They have their regular business, which must of course receive first attention. Making up lost time in business is frequently slow work; sometimes it prevents continuance in extension courses altogether. Much has been done to reclaim students who have fallen behind in their study. Many who might drop out are influenced by the personal interest shown in the communications sent them by the director. These resume work and complete their studies.



## ANALYSIS OF DATA FURNISHED BY STUDENTS.

*Purpose.*

The object of this analysis is to reveal the prevailing characteristics of people who enroll in the correspondence courses<sup>1</sup> offered by the department.

The usual method of making studies in education was adopted, and a representative fraction of the student body, the individual units of which were chosen at random, was subjected to inquiry. Twelve hundred cases out of 2,500 were considered. Data for the inquiry were taken from the registration blanks filled in by the student at the time of enrollment. The cases considered were chosen as follows: an efficient clerk, newly employed by the department, and therefore having no preconceptions as to conditions, was directed to tabulate the facts on the first 1,200 correspondence enrollment sheets as they occurred in an alphabetical file. The facts tabulated covered age, sex, place of birth, occupation, course selected, previous education and motives for enrolling. Cases in which the information sought was not complete were disregarded, but as these omissions were made consistently in the order in which they occurred they could not materially affect the result. Minor studies of the personnel in classes revealed slight differences from that in correspondence, but it is considered best to make the study of classes the basis for a separate subsequent report.

The tabulations have been studied and interpreted by a member of the administrative staff. The results of the inquiry are portrayed by means of graphs where possible. Reading matter is introduced only to emphasize points which might otherwise escape the reader.

*Distribution by Sex and Nativity.*

The noticeable feature in Fig. 1 is the disparity between the number of men and the number of women. Studies of other tabulations made from time to time reveal similar percentages. For instance, see page 26 for the grand total of men and women en-

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<sup>1</sup> The reader should remember that students enrolled in correspondence courses as a rule pursue only one course at a time.

rolled in correspondence courses. There, 1,009, or 26 per cent., of the students are women. Other studies reveal similar proportions.

The bars representing the distribution of foreign students show

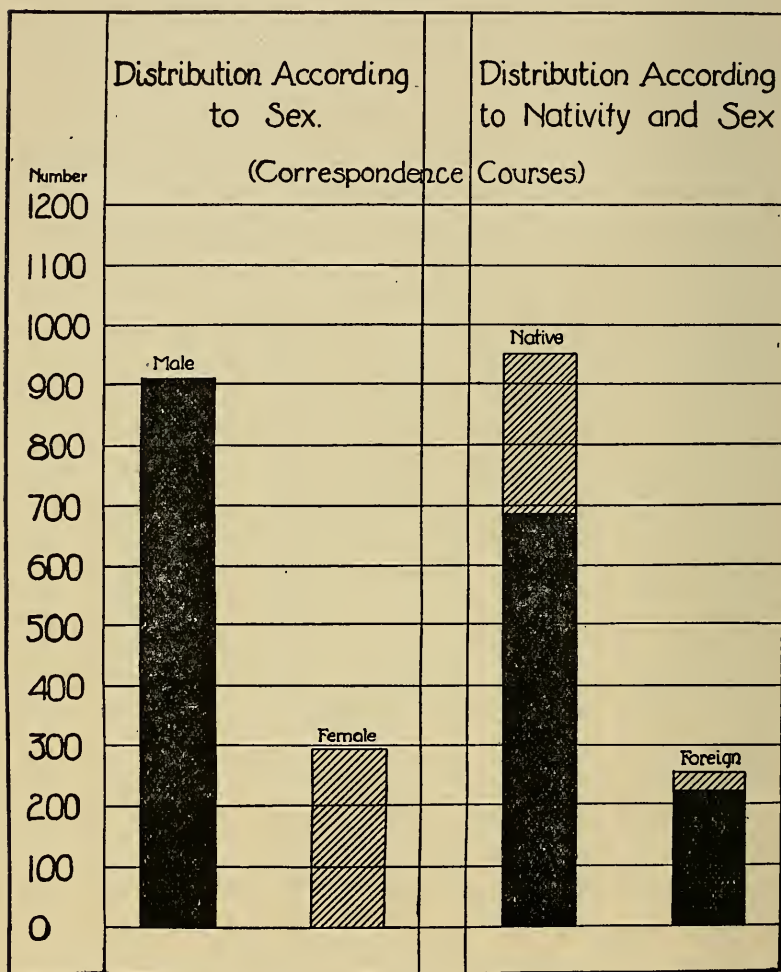


FIG. 1.—Study based on selected group of 1,200 students. Black portions of bars indicate men; hatching indicates women.

that the disparity between the number of native women and the number of foreign-born women, though not surprising to persons familiar with the situation, is striking. The inference to be drawn from the figure is that among foreign-born women interest in

education (however potential it may be) is at present dormant. Foreign-born women form only 2 per cent., while native-born women form 22 $\frac{7}{8}$  per cent., of the 1,200 cases under consideration.

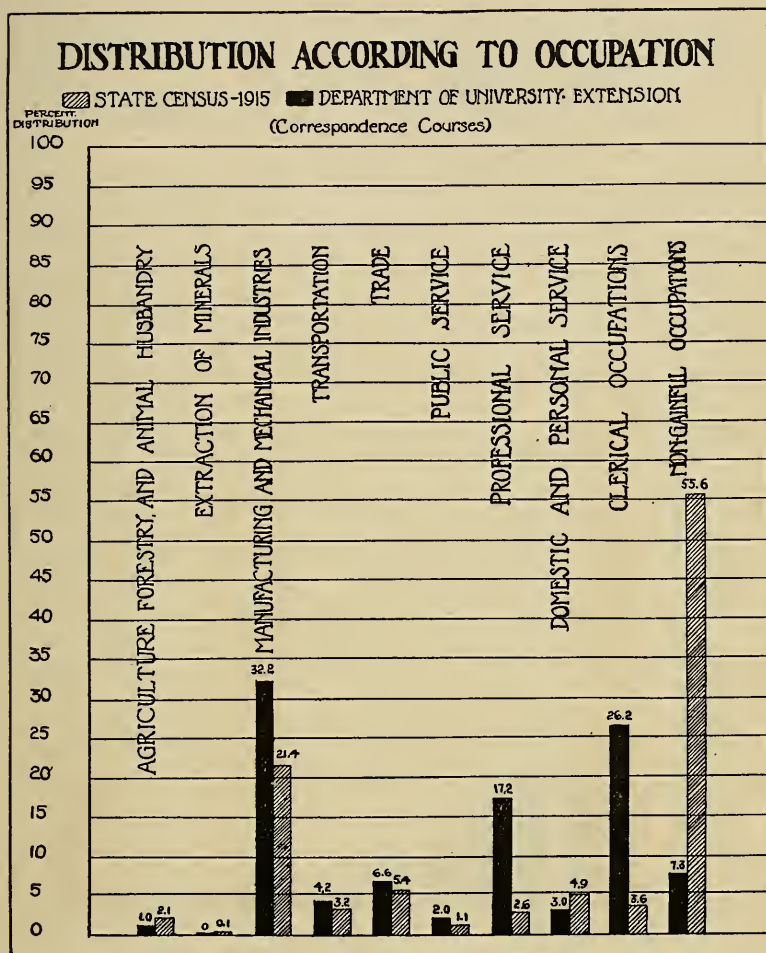


Fig. 2. — Study based on selected group of 1,200 students. Hatching indicates percentage of State population engaged in occupations named; black indicates percentage of students enrolled in correspondence courses who are similarly employed.

#### *Distribution by Occupations.*

In the grouping of occupations under the general descriptive headings, "The Index to Occupations," issued by the Federal Bureau of the Census, was used. As the State statistician em-

ployed the same index in his distribution of the 1915 census returns, both compilations rest on the same basis and are, therefore, comparable. The encouraging feature of this graph is the large

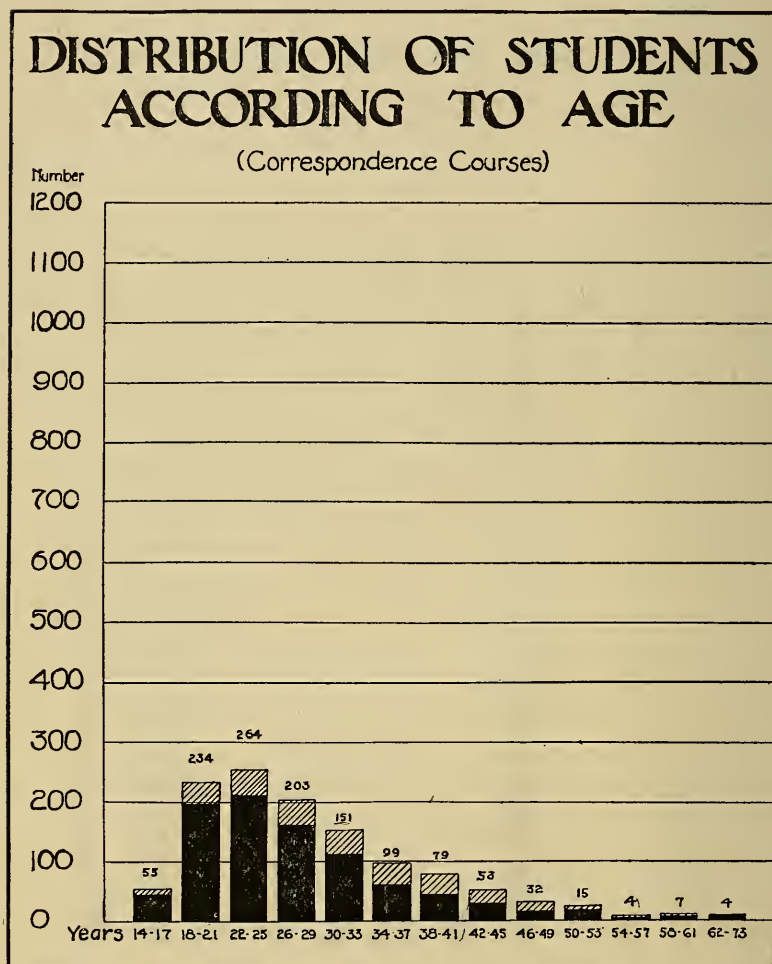


FIG. 3. — Study based on selected group of 1,200 students. Black portions of bars indicate men; hatching indicates women.

percentage of students who come from the industrial and clerical occupations, 32 and 26 per cent., respectively, a grand total of 58 per cent. From this it may be seen that the department, without making any special effort to secure enrollments, is serving those

residents of Massachusetts for whom it was in large measure established.

It should be noted that under "Non-gainful occupations" are listed students, housewives and persons engaged in similar pursuits. Only one person out of 1,200 recorded himself as having no occupation at all. The graph emphasizes the fact that persons enrolled in correspondence courses are mainly wage-earners.

*Distribution According to Age.*

Fig. 3 shows that the greater proportion of students in the department — in this group 911, or 76 per cent. — are beyond school or college age. Of the 55 still of high school age, 41 are employed in gainful occupations and 14 are pupils taking extension courses to supplement their regular school work. Furthermore, those who give their occupation as students are scattering, and are found in all age groups between fourteen and twenty-five. The department, therefore, is not duplicating, to any marked degree, the work of the regular educational institutions. Again, 264, or 22 per cent. of the entire group, are between twenty-two and twenty-five years, the age when men and women are at the beginning of their careers, but beyond the period when they can easily attend school or college. Here, again, it will be seen that the department is serving in a large measure those whose needs were in mind when it was established.

The graph brings out another significant feature. The number of women in each of the groups between eighteen and forty-five years of age is much more constant than the number of men in the same groups. Furthermore, the percentage of women in each group tends to increase with advancing years, while the percentage of men in each group correspondingly decreases. This is the case up to the age of forty-five; after that the curve of percentages becomes uncertain and negligible because the number in each group is so small that the addition of one or two to either sex unduly affects the percentage. The tabulations, therefore, appear to indicate that among women of all ages the demand for correspondence courses is more evenly distributed than among men. Among men, interest and activity in extension work reaches its high point between the ages of twenty-two and twenty-five, but wanes very noticeably after the thirtieth year.



*Correlation between Sex and Courses.*

The correlation between sex and courses is fairly consistent. Men are interested in the practical courses that have a bearing on their work; women, on the other hand, select the cultural studies more frequently than do men. These tendencies are indicated by the italics in the tabulation which follows:—

COURSES.	Men.	Women.
Engineering, . . . . .	149	10
Civil service, . . . . .	77	15
Bookkeeping and business arithmetic, . . . . .	80	19
Accounting, . . . . .	26	3
Stenography and typewriting, . . . . .	7	14
Business organization, . . . . .	35	1
Commercial correspondence, . . . . .	10	1
Applied mathematics, . . . . .	121	—
Unapplied mathematics, . . . . .	57	8
Household economics, . . . . .	3	28
Education, . . . . .	4	5
History, civics, economics, . . . . .	16	11
<i>Elementary English</i> , . . . . .	156	71
<i>Advanced English</i> , . . . . .	24	51
<i>Foreign language</i> , . . . . .	27	41
Drawing (mostly mechanical), . . . . .	120	10
	912	288

Here, though men outnumber women in elementary English in expected proportions, women are more than twice as numerous in the advanced English courses in which cultural aspects and the collegiate method of treatment predominate. The same is true of the foreign language courses. For pure mathematics, however,—algebra, geometry, trigonometry,—which belong to the ancient curriculum of culture, women seemingly show an antipathy. In geometry only one is enrolled.

*Previous Education.*

For a correct understanding of Fig. 4 it is necessary for the reader to know what is meant by the descriptive headings, "elementary,"

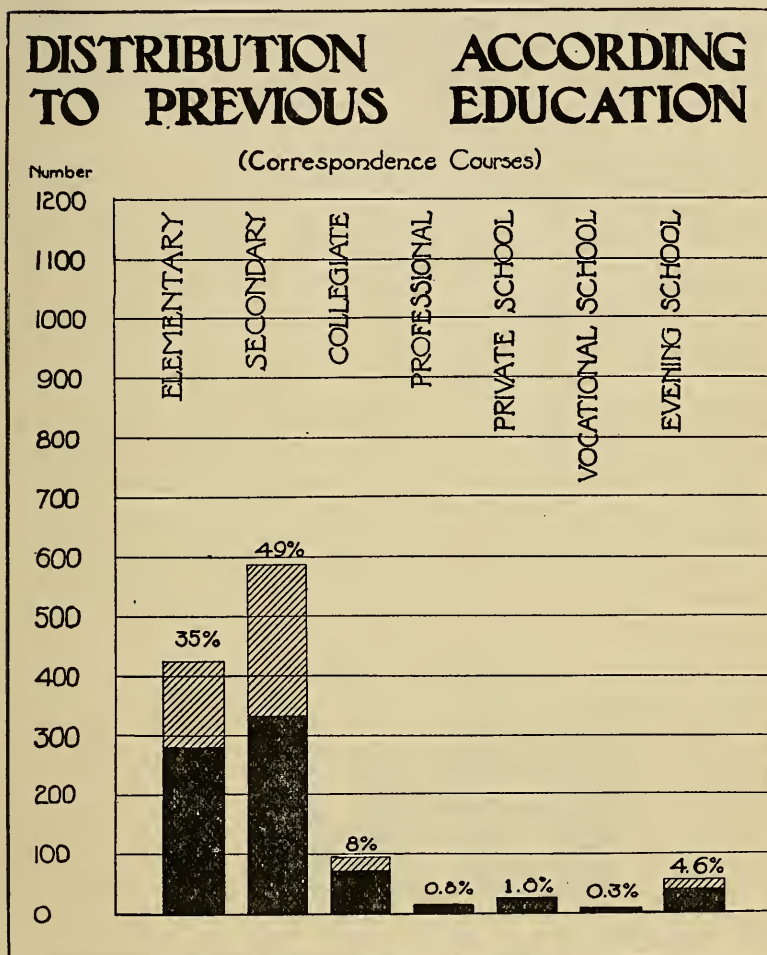


FIG. 4.—Study based on selected group of 1,200 students. Hatching indicates proportion of those who received supplementary education before enrolling in department.

"collegiate" and similar terms. In characterizing their previous education on their registration blanks students were not always definite. Many designated that they attended grammar school

or high school, but failed to indicate at what point they stopped. Thus it is not possible to say how many finished the second grade, how many the fifth, eighth or tenth. It is necessary, therefore,

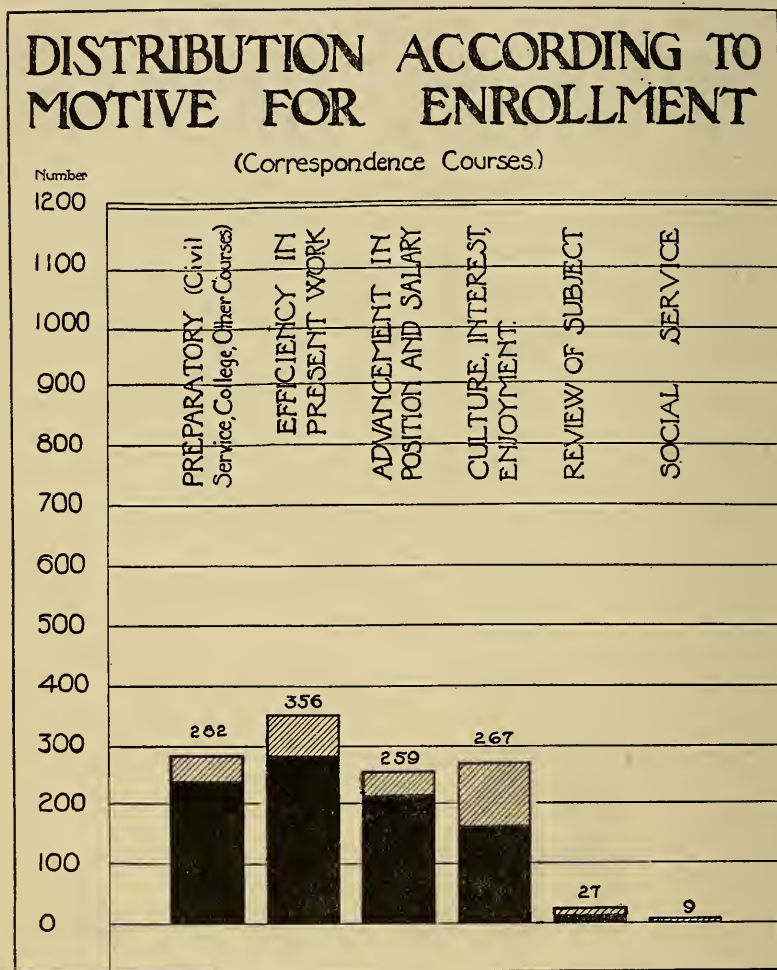


FIG. 5. — Study based on selected group of 1,200 students. Black portions of bars indicate men; hatching indicates women.

to classify a student as having an elementary education if his schooling stopped somewhere in the primary or grammar school years. No doubt many who describe themselves as having a high school education stopped during their first or second year.

The hatched portions of the bars in the diagram represent the number of students who, before enrolling in the department, had already supplemented their early schooling by study in other institutions. This supplementary education included work in the following: Franklin Union, Lowell Institute, textile schools, Massachusetts Nautical School, schools of expression, Y. M. C. A., and business colleges.

One thing in this tabulation stands out clearly, and it should be of interest to all educators — we refer to the apparent awakening influence of high school training. Though high school pupils are presumably better educated than grammar school children, and, therefore, would seem to need less additional training after they leave school, a far greater proportion of them want more education. It cannot be argued that this condition is due solely to the fact that the more education one has the more he wants, for in that case the demand for extension courses among college graduates would be more general. Nor can it be argued that high school instruction is more inspiring than grammar school or college instruction. Is it not safe to infer that, because high school education falls within the period of adolescence, the impetus given in these impressionable years is more lasting and fruitful than when given in earlier or later years?

### *Motives for Taking Courses.*

There are certain features in Fig. 5 which should be noted. By far the greater number (almost exactly 30 per cent.) declared that they took courses for the sake of efficiency in their present positions, — a desire to be better workmen, as against an expressed desire to be better-paid workmen. In 22 per cent. the cultural motive was predominant, greater even than the increase-in-salary motive. The large percentage of women in the culture-interest-enjoyment group is significant. Avowedly altruistic motives actuate less than 1 per cent. of those who enroll.

# STATISTICS OF THE DEPARTMENT OF UNIVERSITY EXTENSION.

The following summary and tables are included in this division:—

- I. Summary of Total Enrollment in Correspondence Courses, in Classes, and in Study Groups.
- II. Table showing Number of Students who have received Instruction by Correspondence in Different Subjects during Last Two Fiscal Years, Dec. 1, 1915, to Nov. 30, 1917.
- III. Table showing Enrollment by Subjects in Classes and Groups, and Location thereof.
- IV. Table showing Number of Students who completed Subjects before Nov. 30, 1917.
- V. Table showing Number of Re-enrollments in Courses.
- VI. Table showing Average Age of Students.
- VII. Table showing Number of Students enrolled in North Adams Normal School Correspondence Courses.
- VIII. (a) Figure showing Geographical Distribution of Enrollments.  
(b) Figure showing Distribution of Costs Dec. 1, 1916, to Nov. 30, 1917.

## I. *Summary of total enrollment of students throughout the Commonwealth according to type of instruction, — correspondence, class, and group.*

[Period covered, Jan. 19, 1916, when first student was enrolled, to Nov. 30, 1917.]

	Men.	Women.	Totals.
Total correspondence enrollment, . . . . .	2,865	1,009	3,874
Total class enrollment, . . . . .	1,662	1,482	3,144
Total group enrollment, . . . . .	73	14	87
Total enrollment, . . . . .	4,600	2,505	7,105

## II. *Number of students who have received instruction by correspondence in groups of subjects during the last two fiscal years.*

GROUPS.	Dec. 1, 1915, to Nov. 30, 1916.	Dec. 1, 1916, to Nov. 30, 1917.	Totals.
Elementary English, . . . . .	439	648	1,087
Advanced English, . . . . .	122	109	231
Commercial correspondence, . . . . .	14	53	67
Foreign languages, . . . . .	160	188	348
Civics, history and economics, . . . . .	30	50	80



II. *Number of students who have received instruction by correspondence in groups of subjects during the last two fiscal years — Concluded.*

GROUPS.	Dec. 1, 1915, to Nov. 30, 1916.	Dec. 1, 1916, to Nov. 30, 1917.	Totals.
Pure mathematics, . . . . .	69	173	242
Drawing, . . . . .	208	340	548
Mechanical subjects, . . . . .	112	197	309
Electrical subjects, . . . . .	31	89	120
Construction, . . . . .	60	128	188
Civil service, . . . . .	135	160	295
Bookkeeping, . . . . .	186	186	372
Accounting, . . . . .	47	104	151
Stenography and typewriting, . . . . .	20	48	68
Applied mathematics, . . . . .	233	288	521
Homemaking, . . . . .	41	142	183
Pedagogy, . . . . .	7	22	29
Business practice, . . . . .	59	91	150
Unclassified because of later addition, . . . . .	1	11	12
Totals, . . . . .	1,974	3,027	5,001

III. *Number of enrollments in extension classes and groups from Dec. 1, 1916, to Nov. 30, 1917, subjects taught, and cities and towns in which the classes or groups were formed.*

*Classes.*

PLACE.	NUMBER IN CLASS.			Subject.
	Men.	Women.	Totals.	
Amesbury, . . . . .	3	18	21	Commercial Spanish.
Belmont, . . . . .	-	29	29	Foods and nutrition.
Boston-Newton, . . . . .	-	36	36	English Composition A.
Boston, . . . . .	-	32	32	Foods and nutrition.
Boston, . . . . .	-	27	27	Foods and nutrition.
Boston (Franklin Union), . . . . .	42	-	42	Lowell Institute preparatory mathematics.
Boston, . . . . .	12	14	26	Civil service.
Brockton, . . . . .	1	21	22	English Composition A.
Brockton, . . . . .	1	19	20	Educational psychology.
Cambridge, . . . . .	-	43	43	Foods and nutrition.
Cambridge, . . . . .	18	-	18	Heating and lighting for janitors.
Chelsea, . . . . .	21	-	21	Civics for naturalization.

III. *Number of enrollments in extension classes and groups from Dec. 1, 1916, to Nov. 30, 1917, subjects taught, and cities and towns in which the classes or groups were formed — Continued.*

*Classes — Concluded.*

PLACE.	NUMBER IN CLASS.			Subject.
	Men.	Women.	Totals.	
Chelsea, . . . . .	20	—	20	Civics for naturalization.
Chelsea, . . . . .	20	—	20	Civics for naturalization.
Fall River, . . . . .	27	8	35	Commercial Spanish.
Fitchburg, . . . . .	20	—	20	Practical applied mathematics.
Framingham, . . . . .	23	6	29	Commercial correspondence.
Framingham, . . . . .	11	20	31	Italian.
Franklin, . . . . .	—	21	21	Commercial Spanish.
Holyoke, . . . . .	15	3	18	Industrial accounting.
Hyde Park, . . . . .	10	—	10	Practical applied mathematics.
Lowell, . . . . .	—	33	33	Foods and nutrition.
Lowell, . . . . .	8	12	20	English Composition A.
Lowell, . . . . .	4	16	20	English Composition AA.
Lowell, . . . . .	—	25	25	Home furnishing and decoration.
Lynn, . . . . .	—	22	22	Foods and nutrition.
Mattapan, . . . . .	6	24	30	Commercial Spanish.
Milton, . . . . .	—	24	24	Foods and nutrition.
Needham, . . . . .	—	20	20	English I.
Newburyport, . . . . .	8	13	21	Commercial Spanish.
Newton, . . . . .	—	26	26	Commercial Spanish.
North Adams, . . . . .	30	1	31	Retail salesmanship.
Pittsfield, . . . . .	69	12	81	Gasoline automobiles.
Pittsfield, . . . . .	20	9	29	Retail salesmanship.
Springfield, . . . . .	—	29	29	English Composition A.
Springfield, . . . . .	—	20	20	English I.
Taunton, . . . . .	38	—	38	Practical applied mathematics.
Watertown, . . . . .	23	—	23	Advanced shop arithmetic.
Westborough, . . . . .	1	19	20	Educational psychology.
Weston, . . . . .	—	38	38	Foods and nutrition.
Winchester, . . . . .	—	18	18	Foods and nutrition.
Worcester, . . . . .	—	28	28	English Composition A.
Worcester, . . . . .	33	—	33	Industrial organization.
Worcester, . . . . .	24	—	24	Practical applied mathematics.
Worcester, . . . . .	20	—	20	Practical applied mathematics.

III. *Number of enrollments in extension classes and groups from Dec. 1, 1916, to Nov. 30, 1917, subjects taught, and cities and towns in which the classes or groups were formed — Continued.*

*Classes for soldiers, sailors, doctors and nurses expecting to serve in France.*<sup>1</sup>

PLACE.	NUMBER IN CLASS.			Subject.
	Men.	Women.	Totals.	
Ayer (Camp Devens), . .	145	—	145	Spoken French.
Boston (Red Cross), . .	2	17	19	Spoken French (advanced).
Boston (Red Cross), . .	14	32	46	Spoken French.
Boston (Red Cross), . .	4	19	23	Spoken French.
Boston (Red Cross), . .	—	28	28	Spoken French.
Boston (Red Cross), . .	—	25	25	Spoken French.
Boston (Red Cross), . .	12	24	36	Spoken French.
Boston (General), . . .	39	27	66	Spoken French.
Bumpkin Island (sailors), .	35	—	35	Spoken French.
Charlestown (marines), .	25	—	25	Spoken French.
Charlestown (sailors), . .	53	—	53	Spoken French.
Charlestown (yeowomen), .	—	43	43	Spoken French.
Charlestown (soldiers), . .	77	—	77	Spoken French.
Commonwealth Pier (sailors),	20	—	20	Spoken French.
Commonwealth Pier (sailors),	20	—	20	Spoken French.
Framingham (soldiers), .	24	—	24	Spoken French.
Lawrence (nurses), . . .	—	23	23	Spoken French.
Newton (soldiers), . . .	15	—	15	Spoken French.
Squantum (aviators), . .	25	—	25	Spoken French.
Squantum (aviators), . .	22	—	22	Spoken French.
West Hingham (sailors), .	29	—	29	Spoken French.
Worcester (officers), . .	66	—	66	Spoken French.
Totals, . . . . .	1,155	924	2,079	

<sup>1</sup> Classes for soldiers and sailors did not complete courses because of movement of forces.

III. *Number of enrollments in extension classes and groups from Dec. 1, 1916, to Nov. 30, 1917, subjects taught, and cities and towns in which the classes or groups were formed — Concluded.*

*Groups.*

PLACE.	NUMBER ENROLLED.			Subject.
	Men.	Women.	Totals.	
Adams, . . . . .	11	—	11	Stenography.
Lynn, . . . . .	—	11	11	Elementary English.
Milford, . . . . .	10	—	10	Elementary English.
Milford, . . . . .	6	—	6	English for New Americans.
Princeton, . . . . .	—	3	3	Foods and nutrition.
Totals, . . . . .	27	14	41	

IV. *Number of students who have completed courses since establishment of department.*

	Men.	Women.	Totals.
Completed with certificates: —			
In correspondence courses, . . . . .	370	123	493
In classes, . . . . .	249	352	601
In groups, . . . . .	9	—	9
Subtotals, . . . . .	628	475	1,103
Completed without certificates: —			
In correspondence courses, . . . . .	59	31	90
In classes, . . . . .	49	88	137
In groups, . . . . .	6	—	6
Subtotals, . . . . .	114	119	233
Grand total, . . . . .	—	—	1,336

V. *Number of students who have re-enrolled in courses since establishment of the department.*

Men, . . . . .	188
Women, . . . . .	59
Total, . . . . .	247

VI. *Average age of students since establishment of the department.*

In correspondence,	.	.	.	.	.	.	.	.	.	.	.	Years.
												26.3 <sup>1</sup>
In classes,	.	.	.	.	.	.	.	.	.	.	.	29.7
In groups,	.	.	.	.	.	.	.	.	.	.	.	26.0

VII. *Number of students in North Adams Normal School Correspondence Courses distributed according to school years.<sup>2</sup>*

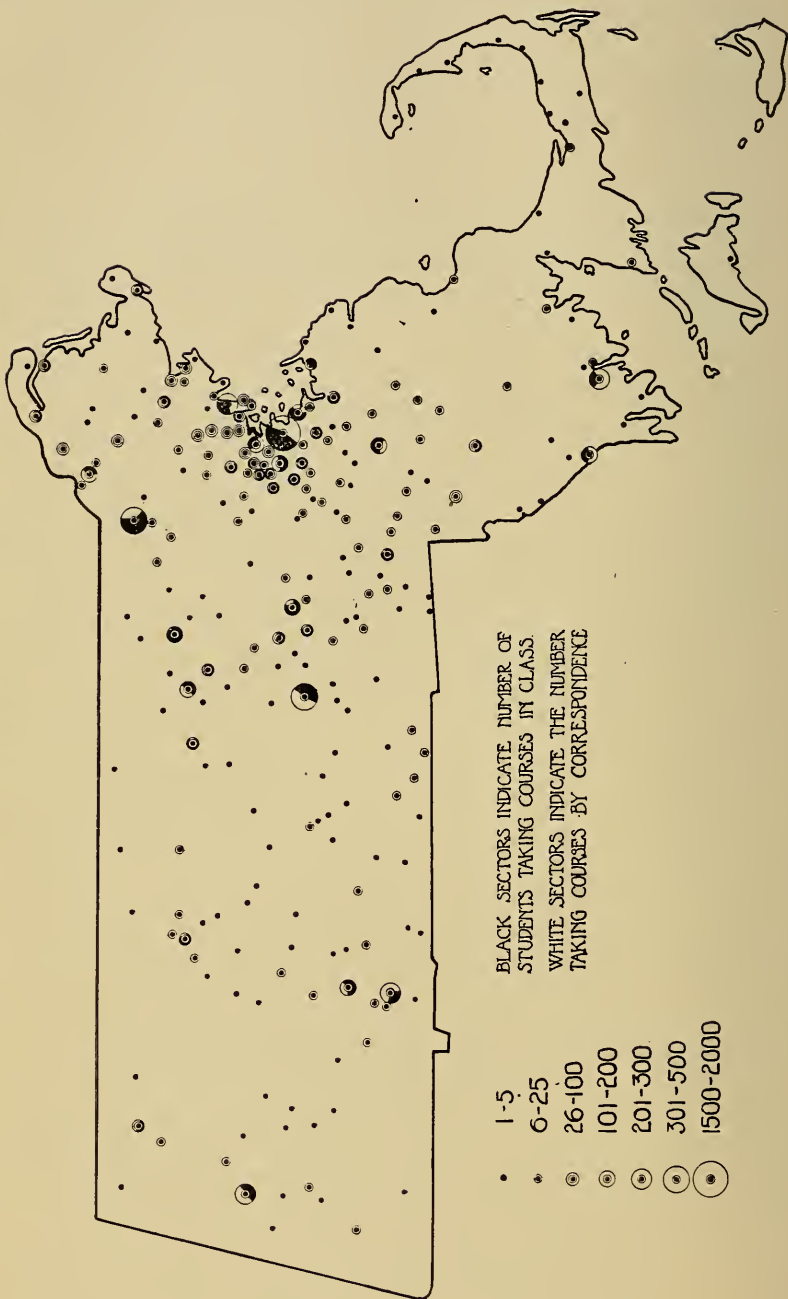
YEAR.	Number of students.
1911, . . . . .	15
1911-12, . . . . .	39
1912-13, . . . . .	57
1913-14, . . . . .	124
1914-15, . . . . .	132
1915-16, . . . . .	132
1916-17, . . . . .	102
Sept.-Nov., 1917, . . . . .	135

Total registration of different students February, 1911, to Nov. 15, 1917, 359.

<sup>1</sup> Median age of 1,200 correspondence students, 26.7 years.

<sup>2</sup> Many registrations hold over from one year to another.



VIII. (a) *Figure showing geographical distribution of enrollments*

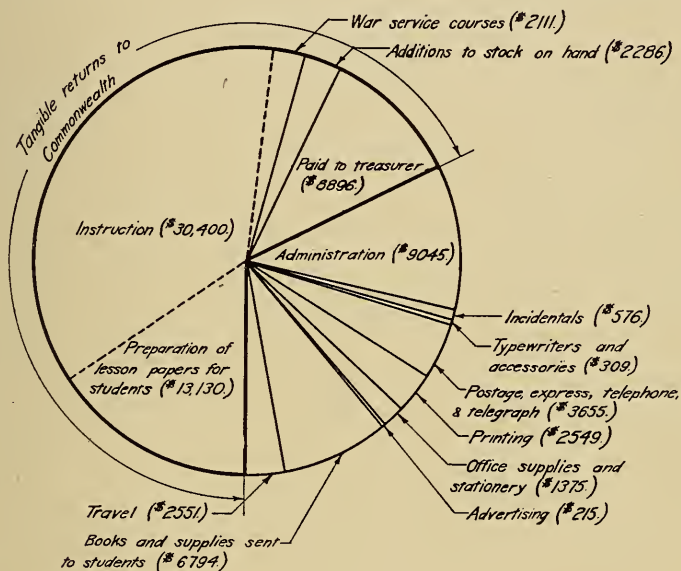
Geographical distribution of all enrollments from Jan. 19, 1915, date of first enrollment, to Nov. 30, 1917.

VIII. (b) Figure showing distribution of costs Dec. 1, 1916, to Nov. 30, 1917.

DEPT. OF UNIVERSITY EXTENSION — MASS. BOARD OF EDUCATION.

CHART OF DEPARTMENTAL EXPENSE.

DEC. 1, 1916 — NOV. 30, 1917



Whole circle represents total expenditures (\$74,996) plus amount paid back to treasurer (\$8,896.)

## EXPENDITURES, JULY 1, 1916, TO JULY 1, 1917.

*Salaries.*

## Administration:—

Director, . . . . .	\$5,000 00
Clerks, stenographers, etc., . . . . .	7,591 19
Extra clerical and stenographic service, . . . . .	3,879 58

## Instruction:—

Agents supervising instruction, . . . . .	8,291 68
Full-time instructors, . . . . .	5,543 69
Part-time instructors, . . . . .	14,633 82

*General Expenses.*

Advertising, . . . . .	454 51
Blue prints, . . . . .	49 58
Books, periodicals and clippings, . . . . .	1,126 09
Express, . . . . .	225 24
Material for courses, . . . . .	631 19
Multigraphing machine, . . . . .	323 40
Office supplies, . . . . .	3,071 96
Postage, . . . . .	3,779 37
Printing, . . . . .	2,934 63
Stationery, . . . . .	1,632 58
Sundries, . . . . .	314 94
Telephone and telegraph, . . . . .	41 54
Textbooks, . . . . .	9,297 22
Travel, . . . . .	2,393 91
Typewriters and accessories, . . . . .	417 99
Total, . . . . .	<hr/> \$83,223 89







FOURTH ANNUAL REPORT

OF THE

BOARD OF EDUCATION

ON THE

DEPARTMENT OF UNIVERSITY EXTENSION

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JANUARY, 1919



BOSTON

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SUPERVISOR OF ADMINISTRATION.

# The Commonwealth of Massachusetts.

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## FOURTH ANNUAL REPORT OF THE BOARD OF EDUCATION ON THE DEPARTMENT OF UNIVERSITY EXTENSION.

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The war affected profoundly all educational institutions. The Department of University Extension, because of the adjustable nature of its organization, was able without delay to apply its resources to certain needs accentuated by the great conflict.

### WORKING WITH THE WAR DEPARTMENT.

When the United States entered the war, the department immediately organized classes in spoken French for soldiers, sailors, and nurses. It published special bulletins on the saving of food and coal. It offered to manufacturers the services of a trained engineer who would give actual demonstrations of coal saving in company engine rooms.

The supply of mechanical draftsmen available was soon found to be inadequate. There were, however, many architectural and structural draftsmen who, because of the decline in building operations, did not have continuous employment. These men needed only a few weeks of intensive instruction to be converted into the kind of draftsmen needed by the Ordnance Office. In May a class of 30 was organized and met three evenings a week at the Massachusetts Normal Art School building in Boston. In June a second class was formed. Of the 53 who enrolled in these classes 42 received certificates and about 25 accepted positions in the War Department.

### TEACHING MATHEMATICS TO THE COAST ARTILLERY.

The department arranged with commanders of the forts in Boston Harbor to teach the necessary mathematics to the enlisted men who desired to qualify for commissions. The work was undertaken with the co-operation of the officers at

the forts, who, as far as possible, arranged the duties of the men so that they could attend class regularly. As a rule, students in these classes were of marked ability and ambition. Their work was intelligent, enthusiastic, and, until the armistice, regular. They covered the necessary ground in much less than the usual time. Classes of good size were held at Fort Strong, Fort Warren, Fort Banks, and Fort Heath; over 200 members of these classes later passed their examinations successfully and were given commissions.

#### TRAINING TEACHERS OF IMMIGRANTS.

A condition revealed by the war is the ignorance of English among large numbers of our foreign-born population. A study based upon available data furnished to the department by the Massachusetts Bureau of Statistics shows that nearly 350,000, or about 10 per cent of the entire population of Massachusetts, cannot read or write English. Of these, 118,000 are unable to read or write any language, and 300,000 are over twenty-one years of age, and, consequently, are not required to attend evening school. Such a percentage of illiteracy is a great hindrance to efficient community action and to economic production. The turnover of foreign-born labor in industry has been enormous. At first it seemed more profitable to discharge a non-English speaking laborer than to waste time in an endeavor to teach him. The result has been a constant flow of green help through certain levels of industry, with its attendant evils of indifferent performance and slow production. But with the coming of the war the decrease in the labor supply became startling, and directors of industry at once awoke to the necessity of retaining their foreign-born laborers and teaching them English.

In many cities and towns evening schools have been conducted with varying degrees of success for many years. During the last four years, however, industrial conditions have been such that the evening school attendance, particularly of the non-English speaking people, has reached a low point. Experience had already shown that the adult immigrants were not attending evening schools, and the prospect of securing attendance in any large way seemed remote, to say the least. It was apparent, therefore, that special methods and new plans

of organization must be employed, if illiteracy was to be reduced and English made the common language.

Though the department had indirectly done something toward solving the problem by training teachers through part-time instruction, this method was found to be inadequate as the situation grew acute. It was seen that the entire time of at least one efficient person was needed. Consequently, an instructor of long experience was engaged, whose sole duty is to study the problem and train teachers of the foreign born.

#### AMERICANIZATION IN INDUSTRY.

Large numbers of the non-English speaking elements in the State were employed in industrial plants. In other parts of the country employers had for some time experimented with the teaching of English to foreign-born employees in classes organized at the factory. Many of these firms reported that this teaching had materially reduced accidents and compensation costs, had produced a higher percentage of full-time operation, better workmanship, less spoiled product, better co-operation between foremen and employees, better understanding of directions, larger output, and smaller labor turnover. In view of this experience, the Department of University Extension appeared justified in seeking the co-operation of the industries in Massachusetts, believing that the teaching of English to non-English speaking employees would be a great benefit to the individuals themselves, to industry, and, most of all, to the community.

A bulletin entitled "English for American Citizenship" was prepared suggesting plans through which industry could co-operate. The Board of Education made very clear that it did not desire to dictate to employers as to the methods of class organization, but, rather, to outline the various methods that had been found practicable in other parts of the country, and, relying upon the interest of the employer, leave him free to choose the plan that would most satisfactorily meet the conditions of his plant.

The following plans were suggested: —

- I. Organization of classes for the teaching of English to non-English speaking workers in the factories, on factory time, taught by teachers furnished by the local public school authorities.



II. Organization of classes for the teaching of English to non-English speaking workers in rooms outside of the factories, in whole or in part on factory time, taught by teachers furnished by the local public school authorities.

III. Organization of classes for the teaching of English to non-English speaking workers in the factories, on factory time, taught by factory employees, others employed by the factory for this service, or others recruited from the community.

IV. Organization of classes for the teaching of English to non-English speaking workers in rooms outside the factory, in whole or in part on factory time, taught by factory employees, others employed by the factory for the service, or others recruited from the community.

V. Organization of classes for teaching English to non-English speaking workers in rooms outside the factories, not on factory time, taught by approved instructors, and all expenses paid by other agencies.

With a view to the establishment of standards in immigrant education, the following suggestions were made: —

#### I. FOR THE SELECTION AND TRAINING OF TEACHERS.

##### A. Sources of supply.

1. Teachers already professionally trained.
2. Non-professional teachers recruited from the community.
3. Teachers recruited from factory employees.

##### B. Qualifications.

1. Ability to speak and understand English.
2. Intelligent devotion to American ideals.
3. Understanding and sympathetic appreciation of the immigrant.
4. Personality adapted to this kind of teaching.
5. Successful experience in teaching immigrants, or completion of the prescribed course in training.
6. Knowledge of the method of teaching English used by the department.

##### C. Requirements for certificates.

1. Regular attendance at classes for ten periods, or completion of the correspondence course.
2. Full notebook work on course given in class.
3. One book review (1,000 words).
4. One thesis on assigned subject (1,000 words).

An approved list of teachers is kept in the office of the department.

Special certificates are awarded to foremen and other employees who take the short course in methods for the purpose of teaching in the plant where they are employed.

## II. FOR CLASS ORGANIZATION.

- A. Grouping according to sex. If it is necessary to have a mixed group, there should be a women's section and a men's section.
- B. Grouping according to mental aptitude.
- C. Grouping according to previous education in native language.
- D. Grouping according to knowledge of English.
- E. In instances where necessary, grouping according to nationality, because of Old World animosities that persist even here.

## III. FOR CLASSROOM EQUIPMENT.

- A. Adequate lighting facilities.
- B. Seats and desks or tables adjusted to adults.
- C. Blackboard space.
- D. Materials for the use of the teacher in dramatizing the early lessons, such as pictures, objects, etc.

## IV. FOR SIZE OF CLASSES.

Numbers in classes may vary according to local conditions. As a rule, the membership should not fall below 10 or exceed 25, though home classes may well contain fewer than 10. The best work will probably be accomplished with a class of 15 or 20 pupils.

## V. FOR STANDARDS OF PUPIL ACHIEVEMENT.

- A. *In Speaking.*
  - 1. Ability to speak rudimentary English, in the words of the known vocabulary. In tests questions should relate to daily affairs.
  - 2. Ability to understand conversation on topics of common interest when expressed within the limits of the vocabulary.
  - 3. Ability to read simple paragraphs silently, and reproduce the ideas in own words.
- B. *In Reading.*
  - 1. Ability to write from dictation simple sentences composed of familiar words.
  - 2. Ability to compose a letter.

NOTE. — List of pivotal words may be given and explained orally. The pupils may then build up connected sentences, using the words properly.

## VI. FOR APPROVED CLASSES.

The issuing of a certificate by the department to each pupil who successfully completes the required work in a class conducted under the following conditions: —

- A. Approval of teacher by the department.
- B. Approval of the location, organization, and equipment of the class by the department.

- C. Approval of the course of lessons by the department.
  - 1. The standard course will consist of 60 lessons, and will be roughly equivalent to sixty hours of work.
- D. Filing, with the department, of a complete record of the attendance of each pupil and the grade of his work.
  - 1. Attendance will be considered satisfactory if a pupil is present 70 per cent of the time.
  - 2. Satisfactory class work will be indicated by a mark of 75 per cent or above.
- E. Completion of the required examination.

This bulletin has been widely distributed throughout the State. The Massachusetts Public Safety Committee, through its committee of industries, — a subcommittee of its Americanization committee, — was particularly helpful in securing opportunities for trial of the suggested plans. The appeal to the industries of Massachusetts is already bearing fruit. The Waterhead Mills of Lowell organized the first factory class in co-operation with the department. The classes in this plant, which have been in existence since April, 1918, are organized on factory time, and are taught by factory employees. Several other plants in various parts of the State have formed classes in which practically all of the suggested plans are exemplified. It is too early to say which plan will prove to be most satisfactory.

At the present time there is a decided preference on the part of the employers to furnish their own teachers rather than to rely wholly upon the teachers furnished by the local public school. Doubtless this situation will be modified as time permits more complete training for this work.

#### AMERICANIZATION OF FOREIGN-BORN WOMEN.

Probably no element in the foreign-born community is touched by Americanizing influences less than the non-English speaking woman. The centralizing of foreign groups in our cities and towns reproduces on a small scale bits of Old Europe. The non-English speaking woman, living in this Old World atmosphere, speaking a foreign language, restricted by Old World customs and ideas regarding the status of woman, and burdened with family duties, has been effectually prevented from learning the true meaning of America. In the past the

public has relied upon the Americanization of the children to Americanize this Old World element, but this process often proves most disastrous to the welfare of the family. While the children may learn the new language and the father may become somewhat Americanized by his contact with other men, the mother is not only shut out from participation in these enlightening experiences, but actually loses her proper position in the eyes of her children. For her own sake, therefore, and for the sake of the community, every effort should be made to bring the foreign-born mother under Americanizing influences.

Our native American women have accepted their share in the solution of this problem. Women's clubs are earnestly striving to prepare their members for service in the teaching of English. Hundreds of women have taken the intensive course in methods of teaching English to immigrants offered by the department. Special mention should be made of the work of the Women's Municipal League of Boston. Since July, 1918, this organization has been conducting classes for the teaching of English to foreign-born women. From the outset they have followed the wise policy of employing trained, paid teachers. About 40 classes have been conducted in and around Boston. By arrangement with the school committee of Boston, whenever membership in one of these classes reaches 15 or more the committee takes over the class. The pioneer work done by the League is of special value, as it points out strong and weak methods of approach to the problem of Americanizing foreign-born women.

#### CO-OPERATING AGENCIES.

On account of the magnitude of the Americanization problem, successful work could not be accomplished without the support of the agencies that were already at work among the immigrants. While many of these agencies were undertaking Americanization work for the first time, others had been working on the problem for a number of years, and had gained a large amount of valuable experience. That there may be no duplication of effort, the Federal-State Program, worked out by the department, offers a plan showing how these agencies may co-operate with each other, with the public schools, with the Board of Education, with the Bureau of Immigration, and



with the Free Public Library Commission. The plans there set forth have been well received, and steps have been taken to put into operation many of the suggestions made.

#### EXTENSION OF PUBLIC SCHOOL SERVICE.

To meet the conditions produced in industry and in the households of the foreign born, a plan embracing all Americanization agencies was found to be necessary. It was felt that the teaching of English should be the starting point of all Americanization activities. Consequently the problem belonged to the public schools.

As this belief harmonized with the activities of the Federal Bureau of Education, a plan was evolved called the Federal-State Program for Immigrant Education. The outline of this program is given in a bulletin of the department. The purpose is to co-ordinate the activities of the State agencies interested in immigrant education, of local public school systems, and of all other private and semi-public agencies interested in the work. Of special relevance is the section outlining the program, which is as follows:—

#### HOW PUBLIC SCHOOLS MAY HELP.

1. Appoint a local director of immigrant education and Americanization.
2. Appoint teachers especially qualified and trained for teaching English to immigrants.
3. Improve present evening school facilities by —
  - (a) Installing seats and desks adjusted to adults.
  - (b) Providing adequate lighting for rooms used in the evening.
  - (c) Providing lesson materials adapted to needs of adult pupils.
4. Extend public school facilities by —
  - (a) Furnishing teachers for classes of 15 or 25 persons wherever foreign-born people live, work, or congregate in numbers.
  - (b) Co-operating with industries in the organization of classes in factories, stores, etc., where practicable.
  - (c) Co-operating with women's clubs in the organization of classes among foreign-born women.
  - (d) Co-operating with other responsible local agencies in the organization of classes.
  - (e) Supervising instruction given under the direction of volunteer agencies or by private enterprises.
  - (f) Enlisting the support of all civic and educational agencies in the effort to make English the language of Massachusetts.
  - (g) Advertising classes in English and citizenship.



5. Superintendents of schools are urged to secure names and addresses of foreign-born persons who need instruction in English, and to send a personal letter to each, inviting him to join the class.

It is gratifying to report that the plan outlined has been accepted by many school committees of the State, and that classes are already being taught by public school teachers in factories, foreign districts, etc.

In following out this plan in the public schools it is important that a director of immigrant education and Americanization be appointed in each municipality. At the present time there is a tendency on the part of many municipalities to agree to the program and then to wait passively for some group of foreign-speaking people to present themselves for instruction. Unfortunately, this plan of procedure does not bring results, because many of the foreign born are not particularly desirous of learning English. While these people do not absolutely refuse to learn, natural inertia makes them somewhat slow to respond. In order to make the campaign a success — and it should be borne in mind that for the welfare of the community it must be a success — some one individual with power to act must have an enthusiastic and abiding interest in Americanization.

One of the main duties that the local director of immigrant education would have to perform would be to interest the foreign-born people themselves in the task of learning English. Lynn has the distinction of being the first city in the State to assign definitely the task to a supervisor of immigrant education.

#### THE TRAINING OF TEACHERS.

Perhaps the most important contribution of the Department of University Extension to the work of immigrant education has been made through its courses in methods of teaching English to immigrants. One of the great reasons for the failures of evening school work in the past was found in inadequate methods of instruction. Before the war little attention was given to this particular branch of pedagogy. Many devices, some of which were good, had been employed, but no complete method adapted to the needs of adults was available for public use. After a study of the devices and methods already in use, the department has now organized a compre-

hensive-direct method that includes the best devices and methods that have so far appeared. Since last March intensive training courses in this method have been given to prospective teachers of immigrants. Those who have taken this course have come from different parts of the State, and a good beginning has already been made toward the establishment of an effective body of trained teachers. More than 1,300 persons took this course between March, 1918, and January, 1919.

#### A STANDARD COURSE OF LESSONS.

Besides attempting to standardize the method of teaching, the department has been preparing a standard course of lessons in English for foreign-born men and women. There were several reasons for doing this. While there are at present many textbooks for the teaching of English to the foreign born, all of which have points of excellence, this branch of education is still so uncertain in its methods and standards that the department felt justified in contributing its experience and theory to the discussion. It was felt that there was room for a set of lessons which would emphasize a direct device and practical method of teaching, rather than an elaboration of the technical details of English. A further reason for the preparation of these lessons lay in the fact that many teachers must of necessity be relatively untrained and in need of the right kind of teaching material.

These standard lessons have been developed in two series, — a series for immigrant women with home interests, and a second series for immigrant men and women in industry. In each series there are 60 lessons, roughly equivalent to sixty hours of work. In addition there are certain supplementary lessons dealing with topics of special interest. While the chief aim of these lessons is the teaching of English, and the first emphasis is placed upon acquiring a speaking knowledge of the language, a definite attempt has been made, through the selection of lesson material, to inform newcomers about the customs and standards of American life and the fundamental principles of democracy. It is believed that this end has been accomplished without resorting to preaching or moralizing. As soon as these lessons are available for public use, an added step toward the standardization of immigrant education will have been taken.

SUMMER COURSE IN METHODS OF TEACHING ENGLISH TO IMMIGRANTS, GIVEN AT THE STATE NORMAL SCHOOL, HYANNIS.

A special feature of the teacher-training work was the course in methods given in co-operation with the State normal school at Hyannis, from July 9 to Aug. 9, 1918. The course included not only a study of methods of teaching English to immigrants, but also covered the important questions of evening school organization, co-operation with industries, factory classes, home classes, community organization, and a study of the agencies already at work in the field of immigrant education. Thirty-three people registered for the course and received certificates. Twenty-four cities and towns of the State were represented.

It is gratifying that a large majority of these students have already made valuable contributions to the cause of immigrant education in the communities in which they are working. One has been appointed supervisor of immigrant education in a large city of the State. To two others has been assigned the special duty of organizing classes in English among the non-English speaking residents of their city. Many others are actively employed in teaching factory and evening classes, or are engaged in social work among immigrants. All have materially aided in spreading knowledge of the approved method of teaching.

WORK IN FALL RIVER.

During the summer of 1918, as the result of the efforts of the assistant superintendent of schools, a group of Fall River teachers was trained in methods of teaching English to the foreign born by the department instructor in immigrant education. Following this training twelve classes of foreign-born women were conducted during the summer. For the most part, these classes met upon certain afternoons of each week at a time most convenient for the women. The places of meeting were in each case public school buildings selected because of their convenient location. At the end of the summer the department issued 73 certificates to women who successfully completed the course.

From the foregoing it will be seen that the work of the department has been largely preparatory. It was necessary first

to secure the co-operation of the public schools, of employers, and of foreign-born leaders. Securing the co-operation of these in a large measure constitutes an important result of the first nine months' work. The influenza epidemic, the uncertainties traceable to the signing of the armistice, and the period of industrial readjustment upon which the country is now entering have all tended to complicate the problem. Many difficulties have already been removed, however, and the future gives promise of more rapid progress.

#### IMPROVEMENT OF INSTRUCTION MATERIAL.

Extension education must be kept dynamic and elastic. Courses must be revised to meet changing conditions. The department has found the work of revision relatively easy and inexpensive because most of the courses are mimeographed and no great loss is incurred when an edition is discarded.

During the last two years it has been the policy of the department to improve and expand courses already in use. Revision includes not only the enrichment of material, but the division of long courses into several parts. During the past year the improvement of courses has been as follows:—

##### *Elementary Applied Arithmetic.*

The problem of the writer of extension courses is to present subjects usually taught to children in a tone and manner which will not appear patronizing to grown men and women. Many persons long past school age cannot handle effectively the familiar operations of multiplication, division, and subtraction. They cannot add common fractions or place correctly the decimal point.

A correspondence course in the fundamental processes of arithmetic meets the requirements of persons whose knowledge of such matters needs to be refreshed. Elementary Applied Arithmetic is designed for this purpose. It consists of eight lessons, going no further than percentage. Mechanics, house-keepers, storekeepers, clerks, and others are furnished with problems suited to their occupations. Elementary Applied Arithmetic is also an admirable preparation for the course in



Practical Applied Mathematics, and is used by students for this purpose.

There would undoubtedly be a large demand for classes in this subject if the department were permitted to form them. It is not expected that extension courses will be offered which conflict with the offering of the evening schools.

Elementary Applied Arithmetic has been open for registration of students only a few months. This accounts for the relatively small number enrolled. (See page 28.)

#### *Lowell Institute Preparatory Courses.*

The purpose of the Lowell Institute Free Evening School for Industrial Foremen is to bring the systematic study of Applied Science within reach of men engaged in industrial pursuits, who desire to fit themselves for more responsible positions, but who are unable to attend a technical college during the day. This school offers a mechanical course, an electrical course, and a building course, each extending over a period of two years. The admission requirements for the institute course are fairly rigid, and special preparation for the examination is usually necessary.

At this point the Department of University Extension is prepared to help men who desire to enter the Institute School. Through the co-operation of the agent for industrial work, of the director of the Institute School, and of the chief instructor in mathematics, a course has been arranged which may be taken by correspondence or in class. It prepares students directly for the admission examinations. The nominal charge of \$5 for books and other equipment is small compared with the charges ordinarily made for similar courses. Considering the relatively limited number of men likely to be interested in this highly specialized course, the enrollment as shown in the statistical tables on page 29 indicates how much it is needed.

#### *Advertising.*

The charge for the original course in this subject was \$6. This amount was so much greater than the charge for other courses offered by the department that students did not apply



for it. Furthermore, it dealt principally with only one kind of advertising. A need was felt, not only for a less expensive course, but for a course which in its application would suit a larger number of students.

To meet this need, a course of twelve lessons was written by a practical advertising man, who intended to give the student the most important helps gathered from his long experience in advertising. It contains no superfluous matter; the first paragraph gives the student ideas which can be put into actual use. Another vital feature is constant reference to current magazines and newspapers. The problems set for the student deal with either the selection or the preparation of effective advertisements.

### *Highway Construction and Maintenance.*

With the coming of automobiles, road construction became more scientific. In Massachusetts large numbers of men are constantly employed in maintaining State highways. Beginners in this work are naturally inexperienced. Attendance at technical schools, where courses in highway engineering would be available, is impossible for most of these men. But a practical course conducted by a highway expert can help much.

Since its establishment the department has offered a course in Highway Engineering. The original course proved too academic for the men engaged in work on highways. The need of correspondence instruction which would give something usable in the first lesson soon became evident. In the improved form of the course this need has been met. The first lesson provides material of daily use to men actually building roads.

During the war many roads fell into disrepair through lack of labor and materials. With the coming of peace and the release of materials road improvement will presumably again become normal. In its new form the course in Highway Construction and Maintenance will be of service in training the men needed for this work.

### *Accounting.*

Previous to the current year, the department offered three courses in accounting. Except in the most general way each course was unrelated to the other. As there is considerable

demand for accounting courses, and the students enrolled are uniformly earnest and ambitious, it is evident that an organic group of courses — the more elementary growing into the more advanced — should be arranged.

A new group of courses is being prepared which will be named, consecutively, Elementary Accounting, Principles of Accounting, Certified Public Accounting Problems, and Industrial Accounting. These courses will be especially useful to persons desiring to prepare for the certified public accountant examinations; for example, the course in Certified Public Accounting Problems is composed almost entirely of problems set in the certified public accountant examinations of Massachusetts and other States.

#### *Miscellaneous Changes in Instruction Material.*

Other courses which have been improved, supplemented, or added to the program of the department are the following: Civic Biology, Freehand Drawing, Drawing for Mechanics, Exterior Home Decoration, Heating and Lighting for Janitors, Commercial Correspondence, Elementary United States History and Government, Elements of Economics, English for New Americans.

#### PUBLICATIONS.

In addition to the four bulletins regularly devoted to the annual report and the announcement of courses, the department issued in January, 1918, a bulletin entitled "Coal Thrift." This pamphlet was designed to be of practical assistance to householders in the operation of stoves and heaters. The shortage of fuel and the severity of the weather made its publication timely. Five thousand copies were printed; 4,500 have been distributed.

The July issue of the bulletin was entitled "English for American Citizenship," and outlined plans through which industry could assist in promoting good citizenship. (See page 12 for a résumé of these plans.)

Besides its regular bulletins, the department is about to publish its course on Safety Engineering, which was described in the eighty-first annual report of the Board. It is the purpose of the administrative staff of the department eventually to offer all

its courses in printed form. This process will extend over a number of years in order to distribute the expense. The advantage of printed over mimeographed course material is obviously great. When issued in proper dress, such material is more attractive and readable; illustrations may also be introduced effectively.

For a considerable time a need has been felt for short, attractive descriptions of our courses. To meet this need the department has prepared leaflets containing explanations of the objects of the various courses and outlines of the leading features. By means of these leaflets a prospective student may learn at a glance whether the course is suited to his needs. These leaflets are essentially economical because they can be used instead of dictated letters.

#### LOCAL COUNSELLORS FOR EXTENSION STUDENTS.

In several towns of the Commonwealth an experiment is being tried which promises to result in sound publicity for correspondence courses and extension classes. Local superintendents of schools are in a position to know the educational needs of their communities. They are also in a position to understand the significance of the courses offered by the department, and to give effective advice to prospective students.

The practice of enrolling students by mail is haphazard and uncertain. Under this method a student is likely to misconceive the purpose of the course, and to find out too late that he has not made a suitable selection. In some cases this makes necessary a second selection, also by mail, which may be no more satisfactory than the first selection. Before enrolling in a course, personal counsel is needed. The superintendent of schools is the logical person to give this counsel.

Several superintendents have agreed to act as advisers, or counsellors, for extension students residing in their communities. Each counsellor is provided with all possible descriptive matter and with specimens of courses which are in greatest demand. He is also kept informed of the activities and policies of the department. The experiment is too recent to make possible a sound appraisal of the results, but the relations thus far established have been cordial, sympathetic, and mutually beneficial.

## ATTITUDE OF STUDENTS UPON COMPLETION OF COURSES.

Most valuable suggestions for the improvement of study material and methods of giving courses come from the students. If the courses of the department meet the needs of students with a fair degree of exactness, it is because students' suggestions and criticisms are given weight when courses are revised. As a student completes a course he is sent a form on which he is requested to state his view of the course he is completing. When these forms are received at the office they are filed as "favorable," "unfavorable," or "neutral," according to the student's attitude toward the course. Since the system of classification was installed in 1917, 768 students' criticisms have been filed. Of these, 72 have been classified as neutral; 16 as unfavorable; 680 as favorable. During the same period 1,030 have completed courses. These figures apply to correspondence students only.

During recent months the same system has been applied to classes. In that time 1,003 class students have completed courses. Of these students, 21 sent neutral criticisms, 22 unfavorable, and 178 favorable. It should be noticed that a far larger proportion of those who complete courses by correspondence take the trouble to send in suggestions than is the case among class students. The probable reason is that class students are required to pay postage when they send in their blanks, whereas students in correspondence courses may mail them with their last assignments.

## CLASS INSTRUCTION AND ATTENDANCE.

Attendance in extension classes is not only important in itself, but is an indication of other factors in successful work, such as comfortable, attractive surroundings, suitable class equipment, fitness of the course to the daily needs of students, and strong, interesting instruction. In appraising attendance in extension classes, however, results in day school attendance should not be allowed to prejudice the mind. In many ways the two forms of education are not to be compared. In day schools attendance is compulsory by law; there are officers whose business it is to follow up absence, and there are well-



defined penalties which not only reach the children, but their parents as well, in cases of willful and unnecessary absence from school. The pupils of day schools are mostly young people whose chief serious occupation is going to school.

Extension students, on the other hand, pursue their work solely because they themselves desire to do so; there is no legal

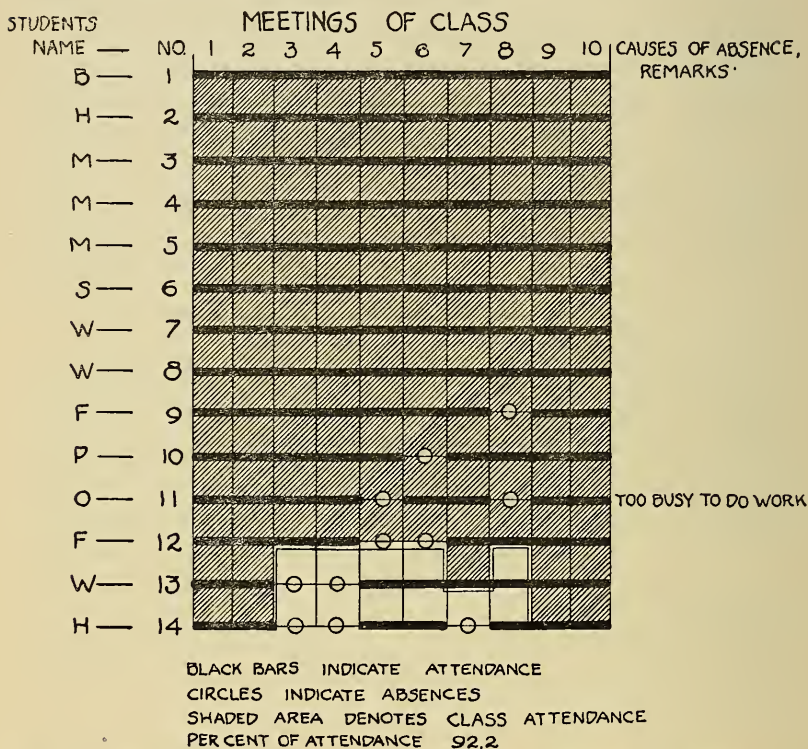


FIG. 1. — Attendance record of extension class having *highest* percentage of attendance during year of 1917-18.

penalty for failure. Furthermore, they are breadwinners; education is an additional activity which, though beneficial, may be interrupted without disturbing the main business of life. It is to be expected, therefore, that attendance upon extension classes will be normally more irregular than attendance at day school, and no comparison of percentages should be made without bearing in mind the difference in conditions.

Still the maintenance of good attendance at classes is a matter of great importance to the department, though its



methods of securing regularity have to be different from those employed in the day schools. No reports sent to the department are more carefully and solicitously studied than those on class attendance. Instructors are not only urged to report

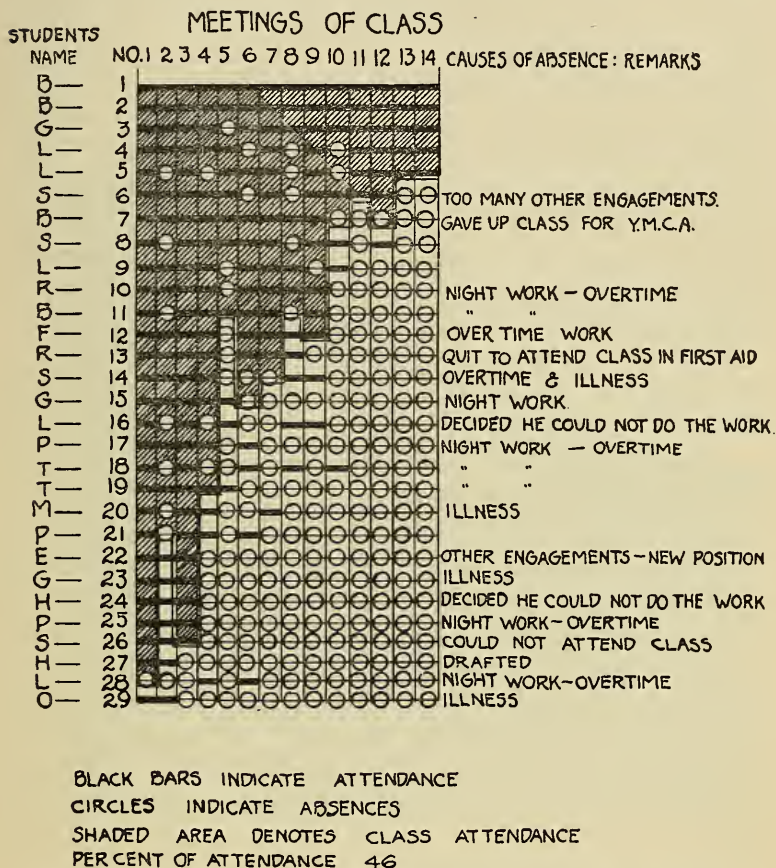


FIG. 2. — Attendance record of extension class having lowest percentage of attendance during year of 1917-18. This class was held in an industrial plant. Note absences, presumably caused by war work.

absences from class, but to find out and report causes of prolonged absences and withdrawals from class. Reports of instructors and special inquiries sent by the department frequently point the way to an arrangement whereby the student may complete his work by correspondence if his continuance in class is impossible.

After the class has completed its courses the attendance records of each class are assorted, and given graphical form as shown in Figs. 1 and 2.

These figures represent the variation of percentage of attendance. Figs. 1 and 2 represent, respectively, the typical high and low percentages of attendance in last year's classes. The black bars represent attendance. Continuous black bars represent perfect attendance. Breaks in the bars and circles indicate absences. Crosses indicate that the student enrolled but never attended the classes. Initials to the left represent the individual students. Figures along the top represent the number of class meetings. The shaded area indicates the total amount of attendance. Each figure is designed to show at a glance not only the attendance record of each individual, but the general character of attendance in the class as a whole.

Fig. 3 is a graphical representation of the attendance in 64 classes held during the last year. The figure shows several things. The numbers at the left represent the total number of pupils in 64 classes. As all classes did not have the same number of meetings it was necessary to construct a composite figure based on attendance during the first quarter, second quarter, third quarter, and fourth quarter of each course. The shaded portions of the figure indicate attendance at class. The area in lighter shading shows the proportion of the class membership who received certificates on completing the course. The hatched area covers the occasional absences. The white area indicates the number of those who enrolled but "dropped out." In counting the "dropped out," a student was considered "dropped out" if, after three consecutive absences, he did not return to class. The stippled bar indicates those who enrolled but never attended.

It is not always practicable to make just comparisons in results between extension courses. This is because attendant circumstances vary widely, and attendant circumstances vitally affect results. It is rarely possible to find a common denominator on which conclusions may be based.

All studies of extension classes tend to establish some relation of instruction to attendance. It is almost axiomatic that the instructor whose treatment of his subject is suited to the needs of his class, whose manner is cordial without being

familiar, whose prevailing motive in teaching is service, will draw students to him. On the other hand, the instructor whose interest in his subject transcends his interest in human

### COMPOSITE ATTENDANCE DATA OF 64 EXTENSION CLASSES

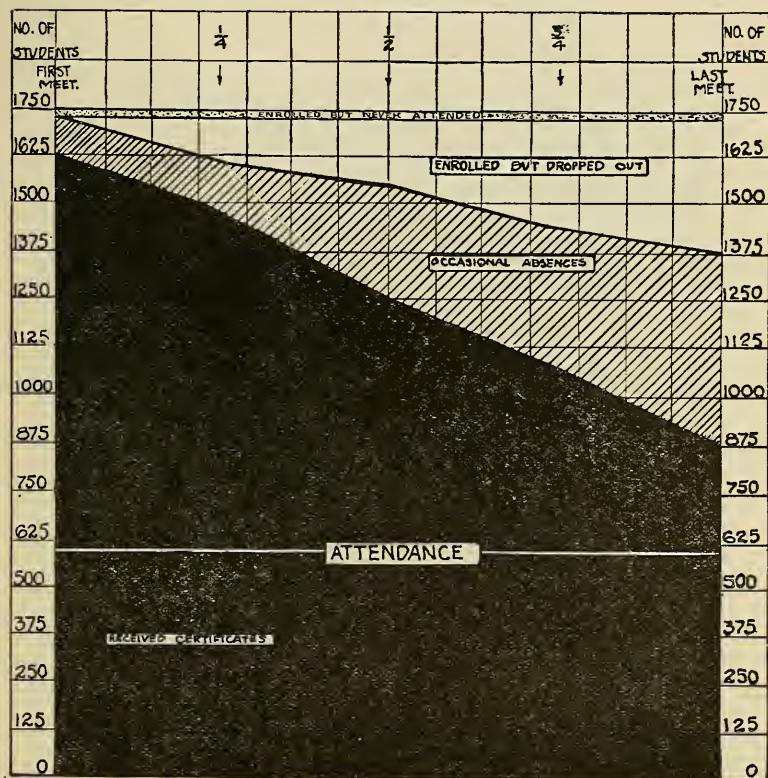


FIG. 3. — Attendance in 64 classes, aggregating 1,750 students. Black areas denote total attendance, the section below white line indicating the proportion of the total membership who received certificates. Legends in other areas are self-explanatory. Curves were obtained by determining attendance during the first quarter ( $\frac{1}{4}$ ), second quarter ( $\frac{1}{2}$ ), third quarter ( $\frac{3}{4}$ ), and last quarter of each course. This method has to be used because courses vary in length.

beings, whose manner is patronizing or cold, whose knowledge of his subject is faulty, or whose treatment thereof is unsuited to present needs, will fail to retain the interest and confidence of his class. The character of his instruction is sure to be one depressing factor in attendance.

But the instructor's attitude toward his work and students is



not the only factor in good attendance. The background of the class, or, rather, the attitude of the community or organization from which the class is drawn, has a large bearing on attendance. This is shown in Figs. 4 and 5.

Here we have two classes in the same subject, taught by the same instructor. It is fair to assume that the instructor, whose

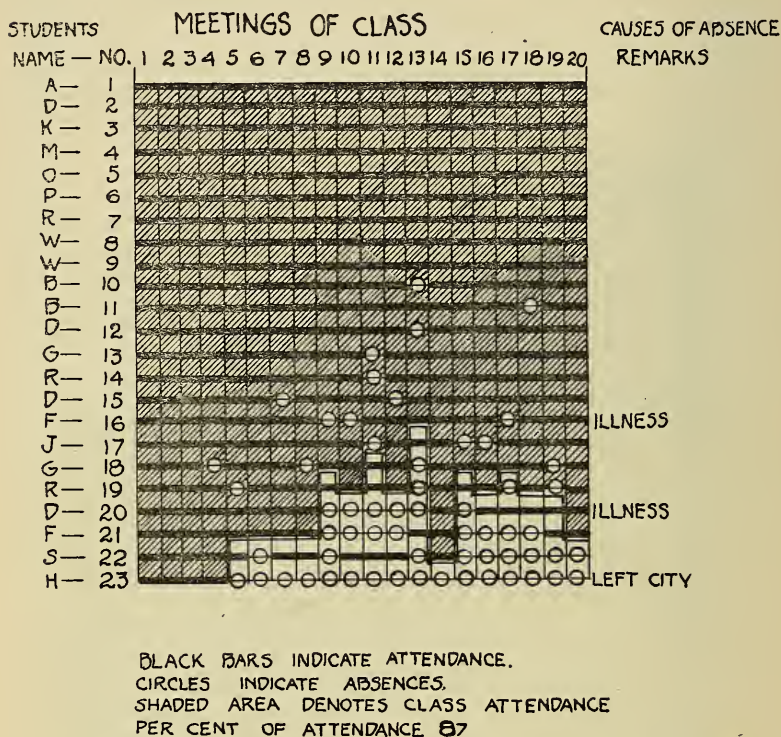


FIG. 4. — Attendance record of an extension class in which the attitude of students was earnest and especially favorable to good results.

reputation for interest and skill in teaching is high, approached both classes without appreciable difference of good will; yet results differ widely. In one class the percentage of attendance was 87 per cent and in the other 51 per cent. The factor causing this wide difference could not have been the weather, for the classes were held in the same season; could not have been the place of meeting, because both classes were held in a central location in comfortable quarters; could not have been the instructor, for the classes were taught by the same person; could not have

been inequality of preparation, for both classes were composed of persons having similar, if not identical, occupations. The difference in results sprang primarily from a difference in the attitude of the members.

To return for a moment to Figs. 1 and 2. Fig. 1 represents

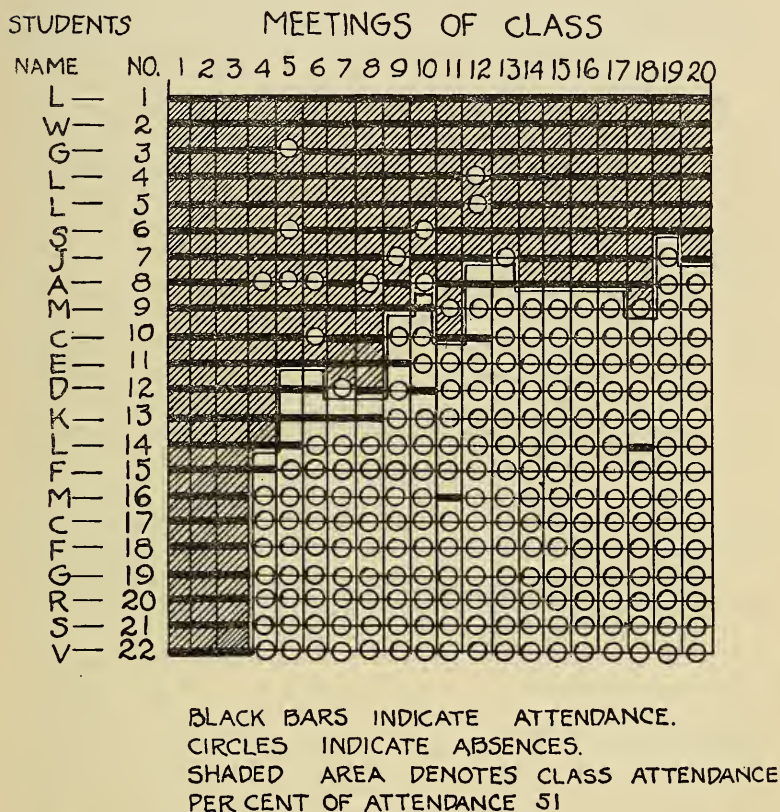


FIG. 5.— Attendance record of an extension class enrolled in the same subject under the same instructor as the class represented in Fig. 4. Poor attendance record reflects attitude of class toward study.

the record of attendance in the banner class of last year. Voluntary classes do not often secure 94 per cent attendance. But it shows what may be expected when the personnel of a class is homogeneous, interested in the subject, not afraid to work, and is led by an instructor whose preparation for his work, whose personality, and whose methods of procedure are close to 100 per cent effective.



## STATISTICS OF THE DEPARTMENT OF UNIVERSITY EXTENSION.

The following summary and tables are included in this section: —

- I. Summary of Total Enrollment in Correspondence Courses, in Classes, and in Study Groups.
- II. Table showing Number of Students who have received Instruction by Correspondence in Different Subjects during the Last Fiscal Year, Dec. 1, 1917, to Nov. 30, 1918.
- III. Table showing Enrollment by Subjects in Classes, and Location thereof.
- IV. Table showing Number of Students who completed Courses, previous to Nov. 30, 1918.
- V. Table showing Number of Re-enrollments in Courses.
- VI. Table showing Average Age of Students.
- VII. Table showing Number of Students enrolled in North Adams Normal School Correspondence Courses.
- VIII. Table showing Enrollment in Courses offered by the Committee on University Extension in the Connecticut Valley in Co-operation with the Department of University Extension.
- IX. Figure showing Distribution of Costs Dec. 1, 1917, to Nov. 30, 1918.

I. *Summary of total enrollment of students throughout the Commonwealth according to type of instruction, — correspondence, class, and group.*

[Period covered, Jan. 19, 1916, when first student was enrolled, to Nov. 30, 1918.]

	Men.	Women.	Totals.
Total correspondence enrollment, . . . . .	4,063	1,502	5,565
Total class enrollment, . . . . .	4,247	4,130	8,377
Total group enrollment, . . . . .	89	33	122
Total enrollment, . . . . .	8,399	5,665	14,064

II. *Number of students who have received instruction by correspondence in groups of subjects during the last fiscal year.*

[Dec. 1, 1917, to Nov. 30, 1918.]

Elementary English, . . . . .	574
Elementary English, . . . . .	368
Elementary English, continued, . . . . .	17
English for new Americans, . . . . .	36
English for business, . . . . .	43
Plain English, . . . . .	110

II. *Number of students who have received instruction by correspondence in groups of subjects during the last fiscal year — Continued.*

Advanced English, . . . . .	162
English composition A, . . . . .	121
English composition B, . . . . .	13
English composition AA, . . . . .	28
Commercial correspondence, . . . . .	40
Romance languages, . . . . .	222
Elementary Spanish, . . . . .	60
Commercial Spanish, . . . . .	65
Advanced Spanish, . . . . .	17
Elementary French, Part I, . . . . .	55
Elementary French, Part I, continued, . . . . .	7
Elementary French, Part II, . . . . .	6
Elementary Italian, . . . . .	12
Civics, history, and economics, . . . . .	54
Government, . . . . .	2
Civics, . . . . .	4
Economics, . . . . .	16
United States history A, . . . . .	6
American history and government, . . . . .	7
Sociology, . . . . .	6
Money and banking, . . . . .	8
Civics for naturalization, . . . . .	5
Pure mathematics, . . . . .	170
Elementary algebra, . . . . .	90
Advanced algebra, . . . . .	19
Practical calculus, . . . . .	18
Elementary geometry, . . . . .	17
Solid geometry, . . . . .	6
Trigonometry, . . . . .	20
Drawing, . . . . .	377
Shop sketching, . . . . .	30
Mechanical drawing, Part I, . . . . .	195
Mechanical drawing, Part II, . . . . .	42
Architectural drawing, . . . . .	11
Practical machine design, . . . . .	10
Freehand drawing, . . . . .	29
Show card writing, . . . . .	25
Plan reading and estimating, . . . . .	27
Drawing for mechanics, . . . . .	2
Advanced mechanical drawing, . . . . .	6

II. *Number of students who have received instruction by correspondence in groups of subjects during the last fiscal year — Continued.*

Mechanical subjects, . . . . .	182
Practical steam engineering, . . . . .	31
Gas and oil engines, Parts I and II, . . . . .	11
Gasoline automobiles, . . . . .	62
Steam boilers, . . . . .	8
Heat and fuels, . . . . .	1
Heating and lighting for janitors, . . . . .	20
Heating and ventilating, . . . . .	17
Practical mechanics, . . . . .	16
Steam turbines, . . . . .	10
Hydraulics, . . . . .	2
Refrigeration, . . . . .	2
Statics, elements of mechanics, . . . . .	2
Electrical subjects, . . . . .	61
Practical electricity, . . . . .	40
Electric railways, . . . . .	3
Electric transmission, . . . . .	2
Electric wiring, . . . . .	5
Dynamo-electric machinery, . . . . .	11
Construction, . . . . .	80
Elements of structures, . . . . .	17
Concrete and its uses, . . . . .	10
Reinforced concrete construction, . . . . .	10
Materials of construction, . . . . .	3
Highway engineering, . . . . .	9
Lumber and its uses, . . . . .	8
Plumbing, . . . . .	2
Strength of materials, . . . . .	21
Civil service, . . . . .	225
Bookkeeping, . . . . .	266
Accounting, . . . . .	101
Accounting principles, . . . . .	65
Industrial accounting, . . . . .	36
Stenography and typewriting, . . . . .	87
Stenography, . . . . .	47
Typewriting, . . . . .	40
Applied mathematics, . . . . .	380
Elementary applied arithmetic, . . . . .	18
Practical applied mathematics, . . . . .	297
Shop arithmetic, . . . . .	45
Advanced shop mathematics, . . . . .	20

II. *Number of students who have received instruction by correspondence in groups of subjects during the last fiscal year — Concluded.*

Homemaking, . . . . .	98
Foods and nutrition, . . . . .	52
Dietetics, . . . . .	15
Home furnishing and decoration, . . . . .	14
Study of fabrics, . . . . .	9
Household management, . . . . .	8
Pedagogy, . . . . .	32
Educational psychology, Parts I and II, . . . . .	16
Methods of teaching, . . . . .	16
Business practice, . . . . .	159
Business arithmetic, . . . . .	90
Advertising, . . . . .	6
Business law, . . . . .	19
Industrial organization, . . . . .	25
Retail salesmanship, . . . . .	9
Office organization and management, . . . . .	10
Unclassified because of later addition, . . . . .	103
Safety engineering, . . . . .	3
Military mathematics, . . . . .	3
Slide rule and its uses, . . . . .	26
Penmanship, . . . . .	36
Lowell preparatory, . . . . .	29
Civic biology, . . . . .	4
Power plant economics, . . . . .	2
Grand total, . . . . .	3,373

III. *Number of enrollments in extension classes from Dec. 1, 1917, to Nov. 30, 1918, subjects taught, and places in which the classes were formed.*

PLACE.	NUMBER IN CLASS.			Subject.
	Men.	Women.	Totals.	
Amesbury, . . . . .	5	17	22	Commercial Spanish.
Attleboro, . . . . .	-	19	19	Foods and nutrition.
Attleboro, . . . . .	16	4	20	Retail salesmanship.
Beverly, . . . . .	-	26	26	Conversational French.
Beverly, . . . . .	-	22	22	Conversational French.
Boston, . . . . .	1	11	12	Civil service.
Boston, . . . . .	5	46	51	Civil service.
Boston, . . . . .	5	21	26	Conversational French.
Boston, . . . . .	4	17	21	Conversational French.
Boston, . . . . .	3	13	16	Conversational French.
Boston, . . . . .	-	61	61	Conversational French.
Boston, . . . . .	6	18	24	Conversational French (advanced).
Boston, . . . . .	15	214	229	Current history.
Boston, . . . . .	34	-	34	Lowell Institute, preparatory.
Boston, . . . . .	28	2	30	Mechanical drawing II (ordnance drafting).
Boston, . . . . .	22	1	23	Mechanical drawing II (ordnance drafting).
Boston, . . . . .	10	2	12	Mechanical drawing II.
Boston, . . . . .	3	117	120	Methods of teaching civics for naturalization.
Boston, . . . . .	2	24	26	Methods of teaching English to immigrants.
Boston, . . . . .	-	48	48	Methods of teaching English to immigrants.
Boston, . . . . .	5	89	94	Methods of teaching English to immigrants.
Boston, . . . . .	10	144	154	Methods of teaching English to immigrants.
Boston, . . . . .	-	30	30	Methods of teaching English to immigrants.
Boston, . . . . .	55	-	55	Power plant economics.
Boston, . . . . .	32	-	32	Practical applied mathematics.
Boston, . . . . .	32	-	32	Steam boilers.
Broekton, . . . . .	-	80	80	Methods of teaching English to immigrants.
Brookline, . . . . .	3	63	66	Methods of teaching English to immigrants.
Cambridge, . . . . .	-	16	16	Civil service.
Cambridge, . . . . .	30	-	30	Practical applied mathematics.
Camp Devens, . . . . .	53	-	53	Methods of teaching English to immigrants.
Clinton, . . . . .	6	52	58	Conversational French.
Clinton, . . . . .	3	15	18	Conversational French..
Fall River, . . . . .	5	10	15	Advanced Spanish.



III. *Number of enrollments in extension classes from Dec. 1, 1917, to Nov. 30, 1918, subjects taught, and places in which the classes were formed — Continued.*

PLACE.	NUMBER IN CLASS.			Subject.
	Men.	Women.	Totals.	
Fall River (12 classes), . .	-	137	137	Methods of teaching English to immigrants (co-operative). Retail salesmanship.
Fitchburg, . . . .	14	9	23	
Fort Banks, . . . .	60	-	60	Military mathematics.
Fort Heath, . . . .	39	-	39	Military mathematics.
Fort Heath, . . . .	71	-	71	Military mathematics.
Fort Strong, . . . .	21	-	21	Military mathematics.
Fort Warren, . . . .	37	-	37	Military mathematics.
Framingham, . . . .	6	40	46	Conversational French.
Gardner, . . . .	-	26	26	Foods and nutrition.
Gloucester, . . . .	-	29	29	Conversational French.
Gloucester, . . . .	-	32	32	Educational psychology.
Gloucester, . . . .	-	15	15	Educational psychology.
Gloucester, . . . .	1	49	50	Methods of teaching English to immigrants.
Gloucester, . . . .	20	-	20	Practical applied mathematics (navigation).
Greenfield, . . . .	22	-	22	Advanced shop mathematics.
Greenfield, . . . .	24	-	24	Practical applied mathematics.
Haverhill, . . . .	3	48	51	Conversational French.
Haverhill, . . . .	1	24	25	Conversational French (advanced).
Haverhill, . . . .	-	20	20	Foods and nutrition.
Holyoke, . . . .	29	-	29	Practical applied mathematics.
Hyannis, . . . .	1	32	33	Methods of teaching English to immigrants.
Hyde Park, . . . .	32	-	32	Practical applied mathematics.
Lancaster, . . . .	5	23	28	Conversational French.
Lancaster, . . . .	10	35	45	Conversational French.
Lawrence, . . . .	30	-	30	Practical electricity.
Leominster, . . . .	17	-	17	Civics for naturalization.
Leominster, . . . .	21	-	21	Civics for naturalization.
Leominster, . . . .	2	17	19	English composition A.
Lowell, . . . .	-	25	25	Fabrics for clothing.
Lowell, . . . .	39	-	39	Industrial organization.
Lowell, . . . .	21	4	25	Methods of teaching English to immigrants.
Lowell, . . . .	35	-	35	Power plant economics.
Lowell, . . . .	25	-	25	Practical applied mathematics.
Lynn, . . . .	20	-	20	Advanced shop mathematics.

III. *Number of enrollments in extension classes from Dec. 1, 1917, to Nov. 30, 1918, subjects taught, and places in which the classes were formed — Continued.*

PLACE.	NUMBER IN CLASS.			Subject.
	Men.	Women.	Totals.	
Lynn, . . . . .	15	6	21	Commercial correspondence.
Lynn, . . . . .	-	22	22	Foods and nutrition.
Lynn, . . . . .	27	-	27	Gas and oil engines.
Lynn, . . . . .	-	20	20	Household management.
Lynn, . . . . .	16	1	17	Lowell Institute, preparatory.
Lynn, . . . . .	5	198	203	Methods of teaching English to immigrants.
Lynn, . . . . .	29	-	29	Practical applied mathematics.
Lynn, . . . . .	32	-	32	Practical applied mathematics.
Lynn, . . . . .	33	2	35	Practical applied mathematics.
Lynn, . . . . .	25	-	25	Practical applied mathematics.
Lynn, . . . . .	39	1	40	Practical applied mathematics.
Lynn, . . . . .	28	5	33	Practical electricity.
Lynn, . . . . .	27	-	27	Practical electricity.
Nahant, . . . . .	-	25	25	Foods and nutrition.
New Bedford, . . . . .	13	117	130	Methods of teaching English to immigrants.
Pittsfield, . . . . .	4	11	15	Business English (co-operative).
Pittsfield, . . . . .	-	42	42	Foods and nutrition.
Plymouth, . . . . .	4	28	32	Conversational French.
Plymouth, . . . . .	-	36	36	Conversational French.
Somerville, . . . . .	30	-	30	Practical applied mathematics.
Southbridge, . . . . .	-	20	20	Foods and nutrition.
Springfield, . . . . .	38	-	38	Civics for naturalization.
Springfield, . . . . .	61	-	61	Methods of teaching civics for naturalization (co-operative).
Springfield, . . . . .	13	107	120	Methods of teaching English to immigrants.
Springfield, . . . . .	36	-	36	Practical applied mathematics.
Springfield, . . . . .	33	-	33	Practical applied mathematics.
Springfield, . . . . .	40	-	40	Safety engineering.
Springfield, . . . . .	14	-	14	Shop arithmetic.
Springfield, . . . . .	26	-	26	Shop sketching.
Taunton, . . . . .	-	23	23	Foods and nutrition.
Taunton, . . . . .	56	22	78	Gasoline automobiles.
Taunton, . . . . .	2	20	22	Methods of teaching English to immigrants.
Topsfield, . . . . .	-	21	21	Foods and nutrition.
Wareham, . . . . .	42	-	42	Practical applied mathematics.

III. *Number of enrollments in extension classes from Dec. 1, 1917, to Nov. 30, 1918, subjects taught, and places in which the classes were formed — Concluded.*

PLACE.	NUMBER IN CLASS.			Subject.
	Men.	Women.	Totals.	
Watertown Arsenal, . . .	23	—	23	Conversational French.
Watertown Arsenal, . . .	24	—	24	Conversational French.
Watertown Arsenal, . . .	21	—	21	Practical applied mathematics.
Watertown Arsenal, . . .	25	—	25	Practical applied mathematics.
Weymouth, . . . . .	7	19	26	Conversational French.
Winchester, . . . . .	3	48	51	Educational psychology.
Winchester, . . . . .	—	31	31	Foods and nutrition.
Worcester, . . . . .	26	—	26	Heating and lighting for janitors.
Worcester, . . . . .	35	—	35	Industrial organization.
Totals, . . . . .	1,851	2,572	4,423	

*Lectures and demonstrations on fuel conservation given in co-operation with fuel committees.*

PLACE.	Number of men attending.
Attleboro, . . . . .	27
Clinton, . . . . .	37
Fall River, . . . . .	41
Fitchburg, . . . . .	106
Framingham, . . . . .	33
Greenfield, . . . . .	34
Holyoke, . . . . .	78
Lawrence, . . . . .	63
Lowell, . . . . .	77
Lynn, . . . . .	70
New Bedford, . . . . .	64
Newburyport, . . . . .	37
North Adams, . . . . .	32
Pittsfield, . . . . .	45
Salem, . . . . .	22
Springfield, . . . . .	48
Worcester, . . . . .	175
Totals, . . . . .	989

IV. *Number of students who have completed courses since establishment of department.*

	Men.	Women.	Totals.
Completed with certificates: — . . . . .			
In correspondence courses, . . . . .	724	257	981
In classes, . . . . .	627	841	1,468
In groups, . . . . .	8	—	8
Totals, . . . . .	1,359	1,098	2,457
Completed without certificates: —			
In correspondence courses, . . . . .	143	74	217
In classes, . . . . .	141	132	273
In groups, . . . . .	6	—	6
Totals, . . . . .	290	206	496
Grand totals, . . . . .	1,649	1,304	2,953

V. *Number of students who have re-enrolled in courses since establishment of the department.*

Total (men and women), . . . . . 746

VI. *Average age of students since establishment of the department.*

In correspondence, . . . . . 27.6<sup>1</sup>  
 In classes, . . . . . 31.5  
 In groups, . . . . . 29.0

VII. *Number of students in North Adams Normal School Correspondence Courses distributed according to school years.<sup>2</sup>*

YEAR.	Number of students.
1911, . . . . .	15
1911-12, . . . . .	39
1912-13, . . . . .	57
1913-14, . . . . .	124
1914-15, . . . . .	132
1915-16, . . . . .	132
1916-17, . . . . .	102
1917-18, . . . . .	139

<sup>1</sup> Median age of 1,200 correspondence students, 26.7 years.

<sup>2</sup> Many registrations hold over from one year to another.

VIII. *Number of students enrolled in courses offered by the committee on university extension in the Connecticut valley in co-operation with the Department of University Extension.*

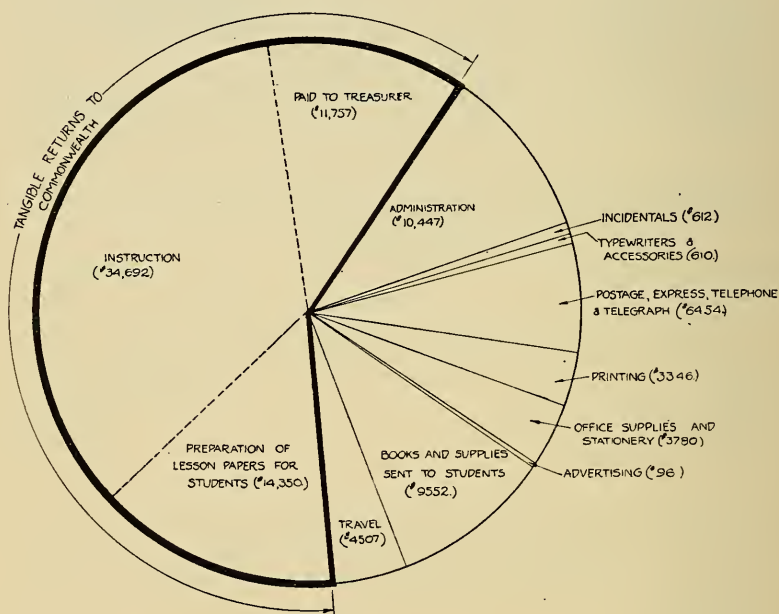
Year.	Place.	NUMBER IN CLASS.			Subject.
		Men.	Women.	Totals.	
1916-17	Greenfield, . . .	-	30	30	Spoken English.
	Northampton, . .	-	13	13	Anatomy and physiology.
	Northampton, . .	3	17	20	Elementary Spanish.
1917-18	Northampton, . .	-	14	14	Advanced French.
	Northampton, . .	-	13	13	Anatomy and physiology.
	Northampton, . .	-	19	19	Elementary French.
	Springfield, . . .	-	17	17	Architecture.
1918-19	Amherst, . . . .	15	8	23	Gasoline automobiles.
	Northampton, . .	-	20	20	Advanced French.
	Northampton, . .	2	15	17	Elementary French.
	Totals, . . . .	20	166	186	



## IX. Figure showing distribution of costs Dec. 1, 1917, to Nov. 30, 1918.

DEPT. OF UNIVERSITY EXTENSION

MASS. BOARD OF EDUCATION

CHART OF DEPARTMENTAL EXPENSE  
DEC. 1, 1917 - NOV. 30, 1918.

WHOLE CIRCLE REPRESENTS TOTAL EXPENDITURES (\$88,346) PLUS  
AMOUNT PAID BACK TO TREASURER (\$11,757.)

## EXPENDITURES, JULY 1, 1917, TO JULY 1, 1918.

*Salaries.*

## Administration: —

Director, . . . . .	\$4,999 98
Clerks, stenographers, etc., . . . . .	10,763 85
Extra clerical and stenographic service, . . . . .	3,254 60

## Instruction: —

Agents supervising instruction, . . . . .	7,453 94
Full-time instructors, . . . . .	7,586 17
Part-time instructors, . . . . .	23,417 91

*General Expenses.*

Advertising, . . . . .	126 28
Blue prints, . . . . .	170 34
Books, periodicals and clippings, . . . . .	188 47
Express, . . . . .	128 70
Material for courses, . . . . .	577 63
Office supplies, . . . . .	2,707 29
Postage, . . . . .	5,711 54
Printing, . . . . .	2,445 75
Stationery, . . . . .	386 20
Sundries, . . . . .	94 59
Telephone and telegraph, . . . . .	117 77
Textbooks, . . . . .	6,832 04
Travel, . . . . .	3,300 03
Typewriters and accessories, . . . . .	425 35
<hr/>	
Total, . . . . .	\$80,688 43

Receipts from students, deposited with treasurer, . . . . \$10,436 22









FIFTH ANNUAL REPORT

OF THE

DEPARTMENT OF EDUCATION

ON THE

DIVISION OF UNIVERSITY EXTENSION

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NOVEMBER 30, 1919



BOSTON

WRIGHT & POTTER PRINTING CO., STATE PRINTERS

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1920

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APPROVED BY THE  
SUPERVISOR OF ADMINISTRATION.

# The Commonwealth of Massachusetts

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## FIFTH ANNUAL REPORT OF THE DEPARTMENT OF EDUCATION ON THE DIVISION OF UNIVERSITY EXTENSION.

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### **Americanization.**

The Division of University Extension since its establishment in 1915 has offered five courses designed to be of immediate interest and assistance to the foreign-born residents of Massachusetts. There is a series of three short-unit practical courses: English for New Americans, Civics for Naturalization, Civics for Americans of Foreign Birth. Other courses of indirect benefit to the foreign-born are Methods of Teaching English to Immigrants and Americanization-Organization and Supervision. The two latter courses are for teachers of immigrants. These courses were prepared to meet a need which had been demonstrated before the World War stimulated the present interest in Americanization.

### **Administration of the Americanization Act.**

The Massachusetts Legislature passed as an emergency measure in the session of 1919 an act "to promote Americanization through the education of adult persons unable to use the English language" (Chapter 295, General Acts of 1919). By the terms of this act the State of Massachusetts, acting through the Division of University Extension of the Department of Education, undertook to bear half the cost of maintenance of classes organized in cities and towns for the purpose of teaching English and citizenship to non-English-speaking adults. To provide for the necessary expenses of administration the sum of \$10,000 was appropriated for the remainder of the fiscal year. It was expressly provided that cities or towns desiring to obtain the benefits of this act should conduct their educational work in conjunction with the State Department of Education. The

Department was given power of final approval with reference to teaching facilities. All classes operating in accordance with the provisions of chapter 295 were to be under the control of local school committees, but these classes might be held either in the evening schools, in factories, or in other places approved both by the local school committee and by the Department.

In order to carry out the provisions of the act, the Commissioner of Education, in September, 1919, released John J. Mahoney from his duties as principal of the Lowell Normal School, and appointed him supervisor of Americanization, to serve for one year. An experienced worker with immigrants was named to assist the supervisor. During the past three months these two officials have been engaged in the task of stimulating Americanization activities under public direction throughout the State. The supervisor has visited nearly all the large cities and many of the towns for the purpose of informing superintendents about the organization of educational facilities, and of awakening and further stimulating interest in the subject of Americanization. The work of the supervisor's assistant has been to prepare teachers in various localities for better classroom work and to supervise classroom instruction. Several conferences have been held in different sections of the State with groups of superintendents of schools. The most important of these took place in the State House on Nov. 13, 1919. This conference was attended by sixty superintendents and directors of immigrant education. As the whole subject has been heretofore discouragingly vague, it is hoped that through such meetings public school workers in Americanization will soon come to a clearer vision of their task.

It is too early to make any accurate statement of accomplishment. Numerous cities and towns, however, are this year earnestly seeking ways and means of getting the immigrant into school. Of the 38 cities in Massachusetts, 34 have accepted the provisions of chapter 295, and organized classes for the instruction of the adult immigrant in conformity with its provisions. To date, Jan. 1, 1920, 29 towns which may be regarded as having immigrant problems have accepted the provisions of the act. In the smaller communities lack of money available during the present year has caused delay in undertaking what might be

termed an "extra" educational activity. With the opening of the new fiscal year, it is to be hoped that the situation may be improved in these smaller places. The promise of 50 per cent reimbursement from the State should prove an inducement to communities which hitherto have not made adequate provision for the immigrant problem.

The stimulating effect of the act may be more clearly seen by a comparison of this year's statistics with those of last year. In December, 1918, the number of students in Americanization classes was 3,281, whereas in December, 1919, the number of students in such classes was 9,030. At the close of 1919 the number of classes operating under the provisions of chapter 295 was 653; of these, 300 were newly formed.

The most encouraging feature of the Americanization movement during the past three months has been the great interest manifested by many communities of Massachusetts in the establishment of classes in the industries and of day classes for immigrant women. In the past, the evening school has been relied on as the only medium for schooling the immigrant. It is now recognized that classes in industry and special classes for women should form part of any adequate Americanization scheme. Of the 653 classes mentioned above, 131 were factory classes and 74 were classes for women. It is worthy to note that with very few exceptions every community that has accepted the provisions of chapter 295 is conducting factory classes or mothers' classes, so called, or both. The promise of future achievement herein implied is significant.

#### **Americanization Courses at Hyannis Normal School.**

In 1918 arrangements were made with the Hyannis Normal School to offer two five-week courses on methods of teaching immigrants at the summer session of that school. The courses were given by Charles F. Towne, the agent at that time in charge of immigrant education. The enrollment numbered thirty.

In 1919 similar classes were held with an enrollment of 104. There were two courses: (1) Methods of Teaching English to Immigrants, and (2) Racial Backgrounds and Social Problems. In the course on Methods of Teaching English to Immigrants,



each student was required to write a series of themes or lessons which might be used in teaching English to a class of non-English-speaking immigrants.

The difficulties encountered by the immigrant in learning an unknown language were strikingly demonstrated. In the class were several Portuguese teachers, one of whom gave the English-speaking members of the group instruction in her native tongue. Thus the members of the class were placed in the position of the foreigner learning English, an experience which tended to produce sympathy for the non-English-speaking student.

The personnel of the classes was varied. There were teachers, superintendents of schools, members of school committees, local directors of Americanization, and representatives of industrial plants.

#### **Improvement of Instruction Material.**

In the Division of University Extension new courses are prepared and old courses revised in order to meet changing conditions.

In addition to the revision of the courses in Practical Applied Mathematics and Safety Engineering, several new courses have been added, as follows: Conversational Italian, Certified Public Accountant Preparatory Course, Household Budget Planning, Textile Processes and Calculations, Textile Design (for classes of textile workers), Steel Building Design, and Penmanship Improvement.

The most effective length for extension courses has not been definitely determined. The short-unit course, however, is gaining in favor. When possible, in preparing and improving instruction material, the division uses short-unit courses which vary in length from six to sixteen assignments.

#### **Co-operative Classes.**

Sometimes local groups of extension students can furnish their own instructor, but prefer to use the lesson material of the division. They also wish their instructor to be approved though not paid by the State, and upon satisfactory completion of a course they desire to receive the certificates of the division. Classes of this sort are encouraged by the division, and are called co-operative classes. In such cases the only expense to

the division is the furnishing of lesson pamphlets, supervision of instruction, and the cost of certificates. Co-operative classes are most frequently organized by industrial plants, school committees, and other bodies who have paid instructors at their disposal. (For statistics, see pages 19 to 23.)

### **Certificating Classes.**

Somewhat similar to the co-operative class is the certificating class. Its purpose is to secure to the students of such Americanization classes as may be formed under private auspices the benefits of State supervision and certification.

The conditions under which the division co-operates in the conduct of these classes are as follows: —

1. The classes shall be open to any person who is in need of instruction, without regard to membership in the particular private organization under whose auspices the class is formed.

2. The instructor under this arrangement shall receive no compensation from the division, and shall be approved by the division only on proof of his proficiency.

3. The place of meeting and the equipment of the classroom, including heating and lighting, shall be approved by the division.

4. The courses of lessons for the English classes and the classes in citizenship shall be approved by the division.

5. The division shall be kept informed as to the membership and the attendance of the class.

6. The division shall have the right to supervise and inspect the classes from time to time. On account of the large number of classes that may be formed, the division may delegate its supervisory powers to local superintendents of schools or to their assistants.

7. At the satisfactory completion of the course, including a standard examination, the division shall issue special certificates of proficiency to students.

### **Collection of Data on Evening Schools.**

Duplication of work is as likely to occur in education as in other fields of social improvement. To avoid danger of duplication, at the close of the evening school session in 1919 a questionnaire was sent to the school authorities of every city and

town in the State, requesting certain information that would guide the division in extending its facilities to the communities most in need of them.

The questionnaire called for information about Americanization work; about the number, character, and length of courses taught; about the number of pupils enrolled in evening schools and classified according to sex, age, and advancement.

As the details of the tabulation have already been published in a bulletin, only the significant features of the evening school situation in Massachusetts will be here summarized. There are 38 cities and 316 towns in the State. Of these —

- 85 cities and towns maintained evening schools in 1918-19.
- 22 cities and towns had supervisors or directors of Americanization (12 unqualifiedly stated that they had supervisors; the others stated that the principal of the evening schools, assistant superintendent, or like official, acted as supervisor).
- 24 cities and towns gave superintendents authority to send teachers of English or of civics to factories, homes, or other places where foreign-born people live, work, or congregate in numbers.
- 14,213 men and 13,299 women enrolled in evening schools. There were 146 additional whose sex was not indicated, bringing the total up to 27,657. Boston, Cambridge, Fall River, Holyoke, Lynn, Malden, New Bedford, and Springfield combined had the major part of the evening school enrollment.
- 19 cities and towns offered courses in practical arts (for men).
- 31 cities and towns offered courses in household arts.
- 4 cities and towns offered courses in elementary applied arithmetic.
- 84 cities and towns offered courses in English.
- 73 cities and towns offered courses in civics.
- 30 cities and towns offered courses in mechanical drawing.

### **Classes of Special Interest.**

Many school superintendents believe that efforts should be made to keep evening high school students from breaking connection with the school after graduation. In Lawrence the superintendent of schools requested the division to co-operate with him in this work. Accordingly a class in Current History was organized among evening high school graduates in which not only significant happenings in the State, nation, and world were discussed, but literary and other cultural matters were stressed as well. The members of the class were responsive and appreciative. Class attendance was well maintained.

During the past year there has been considerable interest in spoken French. Interest was stimulated by the World War. The division organized several large classes in populous centers, notably Boston, Springfield, Worcester, and Lawrence. Though the numbers in each group were much larger than are ordinarily considered favorable to efficient instruction, interest was maintained to the end of the courses, and though the percentages of attendance and completions were slightly less than in the majority of smaller classes, they were sufficiently good to justify the experiment. The amount of French learned in classes meeting weekly for twenty weeks is naturally not great, though it has been demonstrated that the earnest, industrious, apt student can secure a facility in French speech that would at first appear to be impossible. Such classes furnish other educational benefits than those to the individual. They serve to awaken an interest in education and in extension studies in general, and in foreign language study in particular. The interest of adults in study reacts to the benefit of the regular schools. Teachers of languages in day schools are afforded an opportunity to get new ideas on methods from instructors who are able to sell their instruction in the open market.

Another course which was in considerable demand during the last year was Current History. In most classes this course was given by one instructor. In Boston, however, it was given by twelve different lecturers. Because of the large number in the Boston group two conferences with an instructor were arranged for those who desired certificates. Matters connected with the required reading were discussed. Candidates for certificates were also required to write papers on set topics.

The formation of extension classes requires no stimulation in thickly settled communities of varied activities. It is only necessary to let the people know of the courses, and classes form of themselves. This is especially the case of classes in applied mathematics. During the past year notices of class organization were sent to large groups of mechanical workers, telling of opportunities for instruction in shop mathematics. As a result 20 classes were formed in Practical Applied Mathematics, with an enrollment of 716.



### **Public Exercises on Completion of Classes.**

The class in Practical Applied Mathematics at West Wareham, composed largely of students from a nail factory in the vicinity, held public exercises that attracted much attention among the citizens of the town. Besides representatives of the division, members of the local school committee, the manager of the plant in which most of the class were employed, and many of the general public, both men and women, were present. Addresses were made by several of the invited guests, including persons of local prominence. A class history was read and an appropriate remembrance was presented to the instructor. After the certificates were awarded, the gathering became purely social in character. There were refreshments, music, and dancing in which employer, employee, and guests joined. It was a neighborly affair which made for good will and teamwork in the community.

Somewhat similar exercises were held when the classes at the Lynn works of the General Electric Company closed in June. All the students who had successfully completed courses in the division assembled after work in one of the recreation rooms. Short addresses were made by several of the instructors, by the director of the division, and by the works manager. After the certificates were distributed supper was served at the expense of the company.

The class in Conversational Spanish had exercises slightly different from the foregoing. They took the form of an entertainment, in which songs, piano solos, and dances in native costume by Spanish performers were the principal features.

### **Improvement of Correspondence Instruction.**

Adult education though rich in possibilities is largely an uncharted field. The preparation of elementary extension courses for grown people is an art in itself. Procedure and methods in correspondence instruction require study.

The office staff of the division during the past year have taken steps to reach an intelligent understanding of the objectives in their work, and to find effective ways of making their instruction suitable. Every two weeks staff meetings have been



held for the discussion of problems peculiar to extension teaching. An important result of these meetings has been to make the written comments on correspondence answer papers not only instructive, but human, friendly, and encouraging.

Besides the regular staff meetings a system of professional improvement for full-time office instructors has been devised. Instructors are not restricted to any particular method of professional improvement. Several instructors have found it convenient to enroll in correspondence courses of the division which have direct connection with courses in which they are giving instruction.

### Dropped Students in Correspondence Courses.

In correspondence courses it is not always easy to determine when a seemingly inactive student should be classified as dropped. Adult students have so many responsibilities that their studies are frequently interrupted for long periods. Illness in the family, "overtime" in their daily work, removal from the State, change of employment are frequent causes of interruption. Frequently after months of silence a student resumes work.

During the past year a study was made of the reasons why correspondence students drop their studies. Five hundred and eighty-two students were classified as dropped.

The following tabulation presents the basis of classification:—

REASONS.	Number dropped.
Died, . . . . .	43
Left the State, . . . . .	199
Continued illness or disability, . . . . .	27
Cannot be found, . . . . .	59
Attending other educational institutions, . . . . .	43
Course too difficult for student, . . . . .	28
Course not suited to student's present needs, . . . . .	9
Student received from course all information desired, . . . . .	6
Dropped on advice of employer or reference, . . . . .	8
No recent lessons or replies to letters received, . . . . .	140
Miscellaneous, . . . . .	20
Total, . . . . .	582

### Publications.

Eight bulletins were published during 1919; two of these were regular bulletins, one containing the fourth annual report and the other the announcement of courses offered for class and correspondence instruction.

The other six bulletins dealt with Americanization. They were of a constructive nature. The January bulletin presented a definite program showing ways in which the different organizations of a community may work together for the education of the immigrant. This bulletin was entitled "The Federal-State Program." It was intended especially to help industries in establishing factory classes for alien employees.

The May bulletin was entitled "The Teachers' Handbook," a manual for the assistance of teachers who use the Standard Lessons in English for Immigrants. This handbook not only formulates principles, but explains in considerable detail the procedure in classes. It was written with the understanding that many teachers of immigrants, especially when chosen from the clerical or managerial forces in industry, would be new to the work and would need to be carefully guided.

In July three bulletins were issued. The first was entitled "The Problem of Immigrant Education in Massachusetts." The significant feature of this publication was the table of statistics, which showed the number of persons in each city and town of the State who were unable to read and write English. Totals for the State showed that, out of a total population of nearly 3,700,000 in 1915, almost 10 per cent were unable to read and write English. The second July bulletin was a revision of the course in Civics for Naturalization to make it conform to changes in the Constitution brought about by the Constitutional Convention. The third July bulletin was an announcement and description of the courses on Americanization held at the Hyannis Normal Summer School.

The September bulletin consisted of a revision of the Standard Lessons in English for Immigrants. The publication of these lessons as a bulletin makes them available in convenient form for wide distribution among persons interested in the subject.

### **Re-enrollments.**

A proper gauge of the effectiveness of instruction is the number of students who re-enroll after completing courses. The number of such students is increasing. During 1918 there were 367 such re-enrollments in correspondence courses; during 1919 there were 598 re-enrollments. One hundred and eighty-four students have been enrolled twice; 40 students have enrolled 3 times; 10 have enrolled 4 times; 5 have enrolled 5 times; 2 have enrolled 6 times.

### **Co-operation with Connecticut Valley Colleges.**

Soon after the establishment of the Division of University Extension, the Massachusetts Agricultural College, the International Y. M. C. A. College at Springfield, and the Northfield Schools, in conjunction with the division, appointed a committee to work out an extension program. By contributing the services of a paid representative, the division undertook the organization of classes while the committee furnished the instructors.

The committee has been liberal in its willingness to adjust courses and instruction to the needs of study groups. It has also supplemented its study courses with courses of lectures to be given by members of the various faculties.

Classes have been organized during the present academic year in Northampton, Springfield, and Gardner. Courses of from two to six lectures have been arranged for 1919-20 at Westfield, Turners Falls, Winchendon, Springfield, Holyoke, and Northampton. (See page 24 for statistics.)

### **Extension Courses in Normal School.**

For several years the North Adams Normal School has conducted by correspondence professional improvement courses for teachers. The value of such extension work is obvious. Inexperienced teachers especially need to maintain connection with a training school to which they may refer their professional problems.

The North Adams Normal School prepared correspondence courses to assist the conscientious teacher who is so situated that she cannot attend professional improvement classes. Dur-

ing the past year 146 have been enrolled in the courses at North Adams.

But the necessary facilities for professional improvement cannot be supplied entirely by correspondence or by one normal school situated in a remote section of the State. For the work to be fully effective it should be State-wide. The Division of University Extension has made a beginning. It has conducted 6 classes in Applied Educational Psychology. These classes have been attended by 178 enrolled students, all teachers. They have been taught either by professors of education or by normal school instructors.

#### **Interest of Other Extension Organizations in the Massachusetts Division.**

More than perfunctory interest in the work of the Massachusetts division has been shown by similar organizations elsewhere. The Federal Division of Educational Extension, which came into existence during the World War, established very close relations with the Massachusetts division. Since the Federal Division ceased to exist in June, 1919, the National University Extension Association, which continued the work of the Federal Division, has co-operated cordially with the Massachusetts division, calling upon the latter for counsel and specimen material.

#### **Time spent by Correspondence Students in completing Courses.**

Over 2,500 correspondence students have finished courses. During the past year the division made a study of the time it took students to complete typical correspondence courses. Elementary English and Practical Applied Mathematics were selected as representative. Each of these courses had a correspondence enrollment of over 500 students, and the number of completions in each totaled considerably more than 100 when the study was made. The number of months it took each student to complete a course was found and tabulated. The results in Elementary English and Practical Applied Mathematics are shown graphically in Figs. 1 and 2 below.

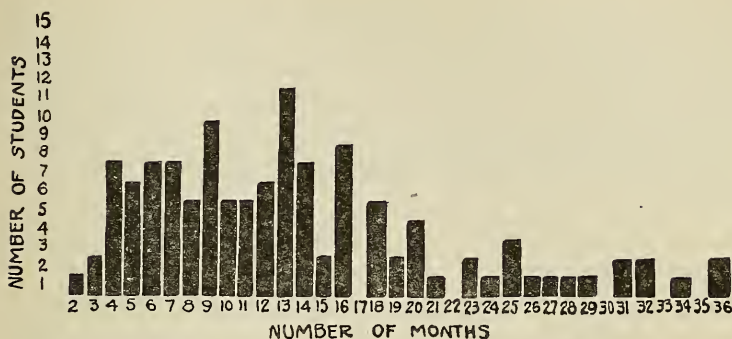


FIG. 1.—In this figure is represented the distribution of time spent by a total of 117 correspondence students in completing the 20-assignment course in Elementary English. Each black bar indicates the size of the group of students who completed the course in the number of months shown beneath the bar.

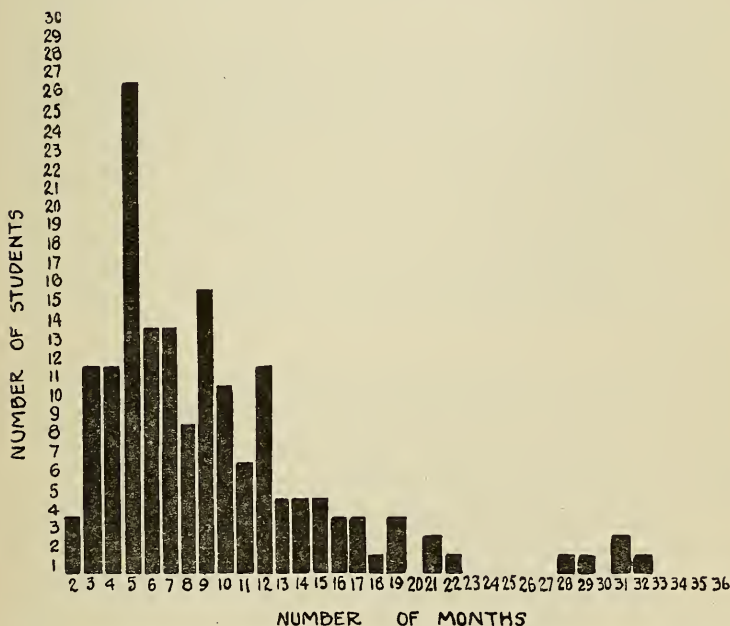


FIG. 2.—In this figure is represented the distribution of time spent by a total of 157 correspondence students in completing the 20-assignment course in Practical Applied Mathematics. Each black bar indicates the size of the group of students who completed the course in the number of months shown beneath the bar.



From the illustrations it will be seen that there is no marked tendency among students who carry through their work to prolong unduly the completion of their courses. The courses selected for study were each 20 assignments in length. Long courses were chosen for study because it was assumed that they would show more fairly tendencies to delay than the short-unit courses.

From the illustrations it will be seen that the majority of students completed both courses in a year or less.

In Elementary English (Fig. 1) 117 students completed the course in periods varying from two to thirty-six months. The average time spent in finishing the 20 assignments of the course was fourteen months, or almost exactly twenty-one days for each assignment.

Of the 117 who completed the course, 60 students, or 51 per cent, finished their work within one year. These students spent on the average between eleven and twelve days in completing each assignment.

In Practical Applied Mathematics (Fig. 2) 157 students completed their work in periods varying from two to thirty-two months. The average time taken for completion of the course was 9.14 months. This means that an average of almost two weeks was spent on each of the 20 assignments.

Of the 157 students who completed their course, 127, or 80 per cent, finished within one year. These students spent on the average between ten and eleven days in completing each assignment.

The fact that a much larger percentage finished Practical Applied Mathematics within a year than finished Elementary English is probably due to the character of the subject rather than to the character of the students enrolled.

These figures further indicate that the slower students require between two and three years to complete a course, while the more rapid portion of the group can complete a course of 20 assignments within a year; that this more rapid element is in the majority, and on the average spends less than two weeks in completing each assignment.

### Statistics.

- I. Summary of Total Enrollment in Correspondence Courses and in Classes.
- II. Table showing Number of Students who have received Instruction by Correspondence in Different Subjects during the Last Fiscal Year, Dec. 1, 1918, to Nov. 30, 1919.
- III. Table showing Enrollment by Subjects in Classes, and Location thereof.
- IV. Table showing Number of Students who completed Courses previous to Nov. 30, 1919.
- V. Table showing Number of Re-enrollments in Courses.
- VI. Table showing Average Age of Students.
- VII. Table showing Number of Students enrolled in North Adams Normal School Correspondence Courses.
- VIII. Table showing Enrollment in Courses offered by the Committee on University Extension in the Connecticut Valley in Co-operation with the Division of University Extension.

#### I. *Summary of total enrollment of students throughout the Commonwealth according to type of instruction, — correspondence and class.*

[Period covered, Jan. 19, 1916, when first student was enrolled, to Nov. 30, 1919.]

	Men.	Women.	Totals.
Total correspondence enrollment, . . . .	6,930	2,303	9,233
Total class enrollment, . . . . .	8,556	10,668	19,224
Total enrollment, . . . . .	15,486	12,971	28,457

#### II. *Number of students who have received instruction by correspondence in groups of subjects during the last fiscal year.*

[Dec. 1, 1918, to Nov. 30, 1919.]

Elementary English, . . . . . 691	Advanced English — <i>Con.</i>
Elementary English, . . . . . 357	English composition AA, . . . . 24
Elementary English, continued, 20	Appreciation of English literature, 1
English for new Americans, . . . . 56	Commercial correspondence, . . . . 40
English for business, . . . . . 92	Romance languages, . . . . . 277
Plain English, . . . . . 150	Elementary Spanish, . . . . . 83
English, paragraphing and punctuating, . . . . . 16	Commercial Spanish, . . . . . 53
Advanced English, . . . . . 148	Advanced Spanish, . . . . . 28
English composition A, . . . . . 105	Elementary French, Part I, . . . . 70
English composition B, . . . . . 18	Elementary French, Part I, continued, . . . . . 12

II. *Number of students who have received instruction by correspondence in groups of subjects during the last fiscal year — Concluded.*

Romance languages — <i>Con.</i>			
Elementary French, Part II, . . . . .	12		
Elementary Italian, . . . . .	19		
Civics, history and economics, . . . . .	90		
Government, . . . . .	4		
Civics, . . . . .	5		
Economics, . . . . .	25		
United States history A, . . . . .	11		
American history and govern- ment, . . . . .	11		
Sociology, . . . . .	9		
Money and banking, . . . . .	12		
Civics for naturalization, . . . . .	13		
Pure mathematics, . . . . .	219		
Elementary algebra, . . . . .	119		
Advanced algebra, . . . . .	21		
Practical calculus, . . . . .	15		
Elementary geometry, . . . . .	21		
Trigonometry, . . . . .	43		
Drawing, . . . . .	511		
Shop sketching, . . . . .	10		
Mechanical drawing, Part I, . . . . .	250		
Mechanical drawing, Part II, . . . . .	60		
Architectural drawing, . . . . .	10		
Practical machine design, . . . . .	3		
Freehand drawing, . . . . .	31		
Show card writing, . . . . .	51		
Plan reading and estimating, . . . . .	55		
Drawing for mechanics, . . . . .	31		
Advanced mechanical drawing, . . . . .	10		
Mechanical subjects, . . . . .	240		
Practical steam engineering, . . . . .	52		
Gas and oil engines, Parts I and II, . . . . .	17		
Gasoline automobiles, . . . . .	82		
Steam boilers, . . . . .	6		
Heat and fuels, . . . . .	2		
Heating and lighting for janitors, . . . . .	15		
Heating and ventilating, . . . . .	23		
Practical mechanics, . . . . .	22		
Steam turbines, . . . . .	9		
Hydraulics, . . . . .	2		
Refrigeration, . . . . .	3		
Statics, elements of mechanics, . . . . .	2		
Engines, steam, . . . . .	5		
Electrical subjects, . . . . .	148		
Practical electricity, . . . . .	103		
Electric railways, . . . . .	2		
Electric transmission, . . . . .	1		
Electric wiring, . . . . .	24		
Dynamo-electric machinery, . . . . .	13		
Theory of alternating current, . . . . .	5		
Construction, . . . . .	95		
Elements of structures, . . . . .	12		
Concrete and its uses, . . . . .	10		
Reinforced concrete construction, . . . . .	7		
Materials of construction, . . . . .	10		
Highway construction and main- tenance, . . . . .	10		
Lumber and its uses, . . . . .	5		
Plumbing, . . . . .	7		
Strength of materials, . . . . .	34		
Civil service, . . . . .	212		
Bookkeeping, . . . . .	353		
Accounting, . . . . .	184		
Principles of accounting, . . . . .	154		
Industrial accounting, . . . . .	30		
Stenography and typewriting, . . . . .	171		
Stenography, . . . . .	70		
Typewriting, . . . . .	101		
Applied mathematics, . . . . .	919		
Elementary applied arithmetic, . . . . .	146		
Practical applied mathematics, . . . . .	635		
Shop arithmetic, . . . . .	73		
Advanced shop mathematics, . . . . .	65		
Homemaking, . . . . .	89		
Foods and nutrition, . . . . .	32		
Dietetics, . . . . .	8		
Home furnishing and decoration, . . . . .	20		
Study of fabrics, . . . . .	12		
Household management, . . . . .	17		
Pedagogy, . . . . .	45		
Educational psychology, Parts I and II, . . . . .	16		
English, methods of teaching, . . . . .	29		
Business practice, . . . . .	398		
Business arithmetic, . . . . .	158		
Advertising, . . . . .	151		
Business law, . . . . .	33		
Industrial organization, . . . . .	25		
Retail salesmanship, . . . . .	8		
Office organization and manage- ment, . . . . .	23		
Unclassified because of later addition, . . . . .	173		
Safety engineering, . . . . .	7		
Military mathematics, . . . . .	1		
Slide rule and its uses, . . . . .	49		
Penmanship, . . . . .	58		
Lowell preparatory, . . . . .	42		
Power plant economics, . . . . .	7		
Civic biology, . . . . .	9		
Grand total, . . . . .	5,003		

III. *Number of enrollments in extension classes from Dec. 1, 1918, to Nov. 30, 1919, subjects taught, and places in which the classes were formed.*

PLACE.	Subject.	NUMBER IN CLASS.		
		Men.	Women.	Totals.
Adams, . . . .	Conversational Spanish, . . . .	11	21	32
	Current history, . . . . .	7	74	81
	Methods of teaching English to immigrants.	5	29	34
Athol, . . . . .	Conversational French (two classes), .	13	93	106
	Gasoline automobiles, . . . .	33	7	40
	Practical applied mathematics, . .	40	—	40
	Practical applied mathematics (co-operative).	7	—	7
	Commercial correspondence, . . .	5	28	33
Boston, . . . . .	Conversational French (two classes), .	4	75	79
	Conversational Spanish (two classes),	129	220	349
	Current history, . . . . .	—	38	38
	English for business, . . . . .	5	31	36
	Gasoline automobiles (four classes), .	313	173	486
	Methods of teaching English to immigrants (two classes).	7	141	148
	Methods of teaching English to immigrants (co-operative).	8	39	47
	Practical applied mathematics (three classes).	86	—	86
	Conversational French, . . . . .	—	42	42
	Conversational French (two classes), .	9	44	53
Brockton, . . . .	Appreciation of English literature (three classes).	2	77	79
	Conversational French (two classes), .	2	69	71
	Current history, . . . . .	1	20	21
	Methods of teaching English in secondary schools.	—	29	29
	Practical applied mathematics, . .	67	—	67
Brookline, . . . .	Current history, . . . . .	—	88	88
	Methods of teaching English to immigrants.	—	15	15
Cambridge, . . . .	Conversational French (two classes), .	—	90	90
	Practical applied mathematics, . .	52	—	52
Charlestown, . . . .	Advanced shop mathematics, . . .	42	—	42
	Practical applied mathematics (four classes).	155	—	155
Chelsea, . . . . .	Civics for naturalization (two classes),	80	—	80
Concord Junction, . . .	Civics for naturalization (co-operative).	8	—	8
East Boston, . . . .	Conversational Italian, . . . . .	—	53	53
Everett, . . . . .	Educational psychology (three classes),	6	93	99
Fitchburg, . . . . .	Appreciation of English literature, .	2	32	34

III. *Number of enrollments in extension classes from Dec. 1, 1918, to Nov. 30, 1919, subjects taught, and places in which the classes were formed — Continued.*

PLACE.	Subject.	NUMBER IN CLASS.		
		Men.	Women.	Totals.
Gardner, . . . .	Conversational French, . . . .	—	36	36
Gloucester, . . . .	Practical applied mathematics (navigation).	26	—	26
Great Barrington, . . . .	Appreciation of English literature, . .	—	39	39
Greenfield, . . . .	Advanced shop mathematics, . . . .	20	—	20
	Commercial correspondence, . . . .	18	15	33
	Practical applied mathematics, . . . .	30	—	30
	Retail salesmanship (co-operative), . .	24	—	24
Haverhill, . . . .	Appreciation of English literature, . .	2	46	48
	Current history, . . . . .	—	65	65
	Educational psychology, . . . . .	—	20	20
Holyoke, . . . .	Conversational French (five classes), . .	1	238	239
	Conversational Spanish (two classes), . .	24	64	88
Hyannis, . . . .	Americanization — organization and supervision.	7	45	52
	Methods of teaching English to immigrants.	5	71	76
Ipswich, . . . .	Educational psychology, . . . . .	2	22	24
Lawrence, . . . .	Appreciation of English literature, . .	6	50	56
	Civics for naturalization (co-operative) (two classes).	65	—	65
	Conversational French (six classes), . .	30	369	399
	Current history (two classes), . . . .	18	146	164
Lowell, . . . .	Methods of teaching English to immigrants.	10	144	154
Ludlow, . . . .	Civics for naturalization (co-operative) (three classes).	15	3	18
	Methods of teaching English to immigrants.	25	42	67
Lynn, . . . .	Advanced shop mathematics, . . . .	30	—	30
	Civics for naturalization (co-operative) (two classes).	26	—	26
	Educational psychology, . . . . .	4	31	35
	English for American citizenship (co-operative).	30	—	30
	Lowell Institute preparatory course, . .	17	—	17
	Methods of teaching English in secondary schools.	2	23	25
	Practical applied mathematics, . . . .	65	1	66
	Practical electricity, . . . . .	27	1	28
	Slide rule and its uses, . . . . .	38	7	45
Mansfield, . . . .	Foods and nutrition (two classes), . .	—	54	54
Marblehead, . . . .	Household budget, . . . . .	—	18	18
Millville, . . . .	English for American citizenship (co-operative).	28	—	28



III. *Number of enrollments in extension classes from Dec. 1, 1918, to Nov. 30, 1919, subjects taught, and places in which the classes were formed — Continued.*

PLACE.	Subject.	NUMBER IN CLASS.		
		Men.	Women.	Totals.
Natick, . . . .	Methods of teaching English to immigrants.	—	39	39
New Bedford, . . . .	Appreciation of English literature, .	1	20	21
	Conversational French (two classes), .	—	65	65
	Methods of teaching English in secondary schools.	—	25	25
	Methods of teaching English to immigrants.	16	198	214
Newburyport, . . . .	Conversational Spanish, . . . .	10	12	22
Newton, . . . .	Heating and lighting for janitors (co-operative).	19	—	19
North Adams, . . . .	Civics for naturalization, . . . .	108	—	108
	Conversational Spanish (two classes), .	31	21	52
	Methods of teaching English to immigrants.	—	140	140
Northampton, . . . .	Conversational Spanish (two classes),	34	11	45
	Gasoline automobiles, . . . .	33	16	49
	Mechanical drawing, . . . .	25	—	25
North Attleborough, . .	Current history, . . . .	9	53	62
Peabody, . . . .	Civics for naturalization, . . . .	32	—	32
Pittsfield, . . . .	Bookkeeping (co-operative), . . . .	5	4	9
	Civics for naturalization (two classes),	76	—	76
	Conversational Spanish (co-operative),	14	9	23
	English for business, . . . .	—	37	37
	English for business (co-operative), .	— 9	4	13
	Gasoline for automobiles, . . . .	42	15	57
	Methods of teaching English to immigrants.	5	50	55
	Stenography (co-operative), . . . .	2	11	13
Plymouth, . . . .	Methods of teaching English to immigrants.	5	21	26
Quincy, . . . .	Practical applied mathematics (two classes).	69	—	69
Revere, . . . .	Civics for naturalization (co-operative) (three classes).	37	—	37
	English for American citizenship (co-operative).	9	3	12
Rockland, . . . .	Practical mathematics for electricians,	41	—	41
Roxbury, . . . .	Practical applied mathematics, . . . .	31	—	31
Salem, . . . .	Americanization—racial backgrounds,	—	31	31
	Gasoline automobiles, . . . .	11	14	25
	Methods of teaching English in secondary schools.	1	30	31
	Methods of teaching English to immigrants (two classes).	10	215	225
Somerville, . . . .	Current history, . . . .	2	28	30

III. *Number of enrollments in extension classes from Dec. 1, 1918, to Nov. 30, 1919, subjects taught, and places in which the classes were formed — Continued.*

PLACE.	Subject.	NUMBER IN CLASS.		
		Men.	Women.	Totals.
Somerville — <i>Con.</i> . . .	English for American citizenship (co-operative).	—	14	14
	Methods of teaching English to immigrants.	8	108	116
South Boston, . . .	English for American citizenship (co-operative).	22	—	22
Southbridge, . . .	English for American citizenship (co-operative).	81	47	128
	English for business, . . . . .	—	18	18
	Practical applied mathematics, . . .	33	—	33
South Hadley, . . .	Methods of teaching English to immigrants.	—	65	65
Springfield, . . .	Appreciation of English literature (two classes).	11	80	91
	Civics for naturalization (co-operative) (two classes).	114	—	114
	Conversational French (four classes),	51	488	539
	Drawing for mechanics, . . . . .	18	7	25
	Elementary accounting, . . . . .	45	17	62
	English composition A, . . . . .	1	18	19
	English composition AA, . . . . .	2	16	18
	English composition B, . . . . .	1	17	18
	English for business, . . . . .	21	6	27
	Household budget planning, . . . .	—	42	42
	Methods of teaching English in secondary schools.	2	18	20
	Methods of teaching English to immigrants (two classes).	61	20	81
	Principles of accounting, . . . . .	23	15	38
Swampscott, . . . .	Current history, . . . . .	9	71	80
Taunton, . . . . .	Appreciation of English literature, .	7	14	21
	English for American citizenship (co-operative).	35	—	35
	Gasoline automobiles, . . . . .	22	15	37
	Methods of teaching English to immigrants.	16	—	16
Watertown, . . . .	Advanced shop mathematics, . . . .	43	—	43
	Conversational French, . . . . .	31	14	45
	Current history, . . . . .	—	61	61
	Methods of teaching English to immigrants.	—	23	23
	Practical applied mathematics, . . .	29	—	29
Westfield, . . . . .	Civics for naturalization (co-operative).	47	—	47
	Conversational French (two classes),	11	121	132
West Newton, . . . .	Practical applied mathematics, . . .	25	—	25
West Wareham, . . .	Shop arithmetic, . . . . .	40	—	40

III. *Number of enrollments in extension classes from Dec. 1, 1918, to Nov. 30, 1919, subjects taught, and places in which the classes were formed — Concluded.*

PLACE.	Subject.	NUMBER IN CLASS.		
		Men.	Women.	Totals.
Whitinsville, . . .	Conversational French, . . .	12	61	73
Worcester, . . .	Appreciation of English literature, .	—	32	32
	Civics for naturalization (co-operative) (two classes).	400	—	400
	Conversational French (three classes),	38	347	385
	Conversational Spanish, . . .	10	14	24
	English composition A, . . .	1	21	22
	English for American citizenship (co-operative) (two classes).	45	—	45
	Methods of teaching English in secondary schools.	—	23	23
	Methods of teaching English to immigrants.	46	39	85
	Practical steam engineering (co-operative).	11	—	11
	Slide rule and its uses (two classes), .	59	—	59
Totals, . . .	. . . . .	3,812	6,095	9,907

IV. *Number of students who have completed courses since establishment of Division.*

	Men.	Women.	Totals.
Completed with certificates:—			
In correspondence courses, . . . . .	1,327	498	1,825
In classes, . . . . .	1,724	2,301	4,025
Totals, . . . . .	3,051	2,799	5,850
Completed without certificates:—			
In correspondence courses, . . . . .	399	205	604
In classes, . . . . .	347	730	1,077
Totals, . . . . .	746	935	1,681
Grand totals, . . . . .	3,797	3,734	7,531

V. *Number of students who have re-enrolled in courses since establishment of the Division.*

Total (men and women), . . . . . 1,208

VI. *Average age of students since establishment of the Division.*

In correspondence, . . . . .	28 <sup>1</sup>
In classes, . . . . .	32

<sup>1</sup> Median age of 1,200 correspondence students, 26.7 years.

VII. *Number of students in North Adams Normal School correspondence courses distributed according to school years.*<sup>1</sup>

YEAR.	Number of students.
1911, . . . . .	15
1911-12, . . . . .	39
1912-13, . . . . .	57
1913-14, . . . . .	124
1914-15, . . . . .	132
1915-16, . . . . .	132
1916-17, . . . . .	102
1917-18, . . . . .	139
1918-19, . . . . .	146

<sup>1</sup> Many registrations hold over from one year to another.

VIII. *Number of students enrolled in courses offered by the Committee on University Extension in the Connecticut Valley in co-operation with the Division of University Extension.*

Year.	PLACE.	Subject.	NUMBER IN CLASS.		
			Men.	Women.	Totals.
1916-17	Greenfield, . . . . Northampton, . . . .	Spoken English, . . . .	—	30	30
		Anatomy and physiology, . . . .	—	13	13
		Elementary Spanish, . . . .	3	17	20
1917-18	Northampton, . . . .	Advanced French, . . . .	—	14	14
		Anatomy and physiology, . . . .	—	13	13
	Springfield, . . . .	Elementary French, . . . .	—	19	19
		Architecture, . . . .	—	17	17
1918-19	Amherst, . . . . Northampton, . . . .	Gasoline automobiles, . . . .	15	8	23
		Advanced French, . . . .	—	20	20
		Elementary French, . . . .	2	15	17
		French, . . . .	1	14	15
	Springfield, . . . . Sunderland, . . . .	French, . . . .	—	10	10
		Advanced French, . . . .	3	19	22
		European history, . . . .	8	17	25
1919-20 <sup>1</sup>	Northampton, . . . .	Zoölogy, . . . .	—	15	15
		French, . . . .	—	17	17
	Totals, . . . .	. . . . .	32	258	290

<sup>1</sup> Six lectures were also arranged.

**Expenditures, July 1, 1918, to July 1, 1919.***Salaries.*

## Administration: —

Director, . . . . .	\$4,999 98
Clerks, stenographers, etc., . . . . .	17,751 38
Extra clerical and stenographic service, . . . . .	9,705 27

## Instruction: —

Agents supervising instruction, . . . . .	5,300 54
Full-time instructors, . . . . .	10,123 28
Part-time instructors, . . . . .	32,832 69

*General Expenses.*

Advertising, . . . . .	52 16
Blue prints, . . . . .	369 56
Books, periodicals, and clippings, . . . . .	218 63
Express, . . . . .	264 58
Material for courses, . . . . .	2,319 96
Office supplies, . . . . .	3,631 57
Postage, . . . . .	5,604 44
Printing, . . . . .	5,577 85
Stationery, . . . . .	1,240 06
Sundries, . . . . .	917 94
Telephone and telegraph, . . . . .	176 85
Textbooks, . . . . .	11,505 64
Travel, . . . . .	5,967 42
Typewriters and accessories, . . . . .	1,124 74

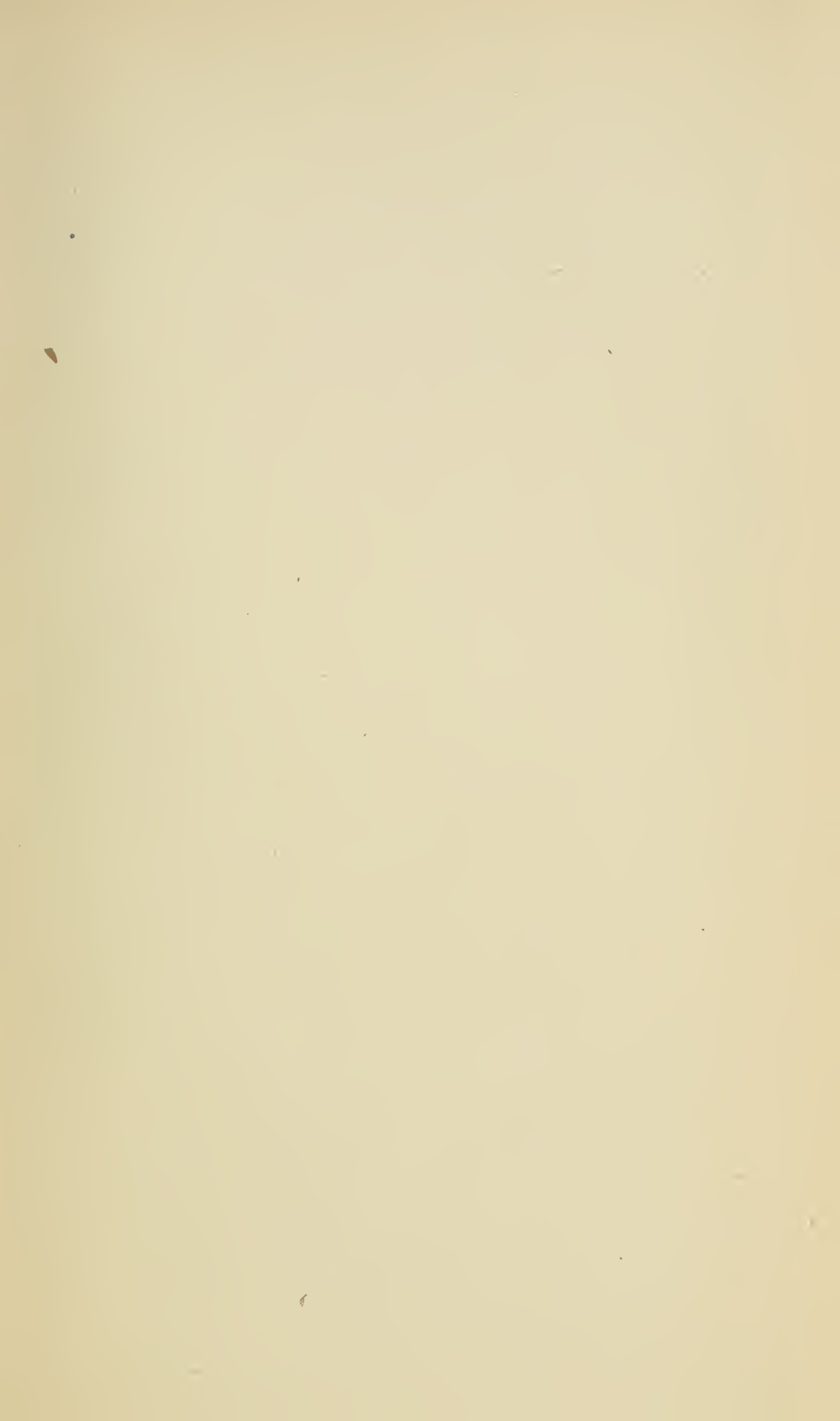
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Total, . . . . .	\$119,684 54
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Receipts from students, deposited with treasurer, . . . . .	\$20,580 44
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